DOCUMENT RESUME

ED 228 573 CG 016 599

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TITLE	The Counselor's Role. Implementing Title IX and Attaining Sex Equity: A Workshop Package for Elementary-Secondary Educators. Outline and Participants' Materials for Application Sessions for Counselors.
INSTITUTION	National Foundation for the Improvement of Education, Washington, D.C. Resource Center on Sex Roles in Education.
SPONS AGENCY	Women's Educational Equity Act Program (ED), Washington, DC.
PUB DATE	78
CONTRACT	300-76-0456
NOTE	157p.; For related documents, see ED 155 498-508, ED 185 469-473 and ED 222 463-467.
AVAILABLE FROM	Superintendent of Documents, U.S. Government Printing Office, Washington, DC 20402.
PUB TYPE	Guides - Non-Classroom Use (055)
EDRS PRICE	MF01/PC07 Plus Postage.
DESCRIPTORS	*Counselor Role; *Counselor Training; Educational Principles; Elementary Secondary Education; Employed Women; School Counselors; Sex Bias; Sex Discrimination; *Sex Fairness; *Workshops
IDENTIFIERS	*Title IX Education Amendments 1972

ABSTRACT

The materials in this workshop package are one component of a multicomponent workshop package. They provide resources and a step-by-step guide for implementing one 3-hour workshop session designed to provide participants with the opportunity to identify the implications of Title IX for their own job functions, to increase their skills for identifying and alleviating sex discrimination, and to focus on the counselor's role in implementing Title IX and attaining sex equity. An introduction to the workshop package includes information on how to use the materials. The 3-hour workshop session is outlined in two parts: Identifying and Overcoming Bias in Counseling and Counseling Programs, which includes the social/educational context for change, and affirmative counseling and guidance programs; and Identifying and Overcoming Bias in Counseling Materials, especially in career interested inventories. The format for the sessions consists of identification of the sessions' target group, statement of session objectives, time required for each activity, materials needed for participants and facilitators, and suggestions for facilitator preparation. The actual texts for facilitator introductions, lectures, and comments are included for each session. The appendices contain participants' materials (counselor worksheets) for both sessions. (PAS)

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IMPLEMENTING TITLE IX AND ATTAINING SEX EQUITY: A WORKSHOP PACKAGE FOR ELEMENTARY-SECONDARY EDUCATORS

Shirley McCune and Martha Matthews, Coeditors

THE COUNSELOR'S ROLE

Outlines and Participants' Materials For Application Sessions For Counselors

Shirley McCune with Linda Stebbins, Nancy Ames,
Illana Rhodes, Martha Matthews, Janice Birk, and Joyce Kaser

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Prepared for the
Title IX Equity Workshops Project
of the Council of Chief State School Officers

By the
Resource Center on Sex Roles in Education
National Foundation for the Improvement of Education

DEPARTMENT OF HEALTH, EDUCATION, AND WELFARE

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CG 016599

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This publication was prepared for the Council of Chief State School Officers by the Resource Center on Sex Roles in Education. It was prepared under contract #300-76-0456 for the U. S. Department of Health, Education, and Welfare, Office of Education, under the auspices of the Women's Educational Equity Act. Contractors undertaking such projects under Government sponsorship are encouraged to express freely their professional judgment in the conduct of the project. Points of view stated, do not, therefore, necessarily represent official Office of Education position or policy.

Preface

This session outline and the accompanying participants' materials comprise one component of a multicomponent workshop package developed by the Resource Center on Sex Roles in Education under a subcontract with the Council of Chief State School Officers (CCSSO). This package, entitled Implementing Title IX and Attaining Sex Equity: A Workshop Package for Elementary-Secondary Educators, is designed for use by persons implementing training or staff development efforts for education personnel and interested citizens in the implementation of Title IX of the Education Amendments of 1972 and the attainment of sex equity in elementary-secondary schools.

The workshop package was field-tested by subcontractors in 11 regional workshops as a part of the CCSSO Title IX Equity Workshops Project. This project was funded under contract 300-76-0456 with the Women's Program Staff, U. S. Office of Education, Department of Health, Education, and Welfare. Funds to support the printing of participant materials used in the field-test workshops were provided by the National Institute of Education, Department of Health, Education, and Welfare.

Shirley McCune and Martha Matthews are the coeditors of the Workshop Package. This session outline and participant materials were compiled by Shirley McCune. The section on career interest inventories was adapted from materials developed by Linda Stebbins, Nancy Ames, and Illana Rhodes of Abt Associates; the section of bias in counseling materials was adapted from materials prepared by Janice Birk, University of Maryland; and worksheets and materials were prepared by Martha Matthews and Joyce Kaser. Persons who have authored or contributed to other outlines and materials within the total package include: Linda Stebbins, Nancy Ames, and Illana Rhodes (Abt Associates, Cambridge, Mass.); Judy Cusick, Joyce Kaser, and Kent Boesdorfer (Resource Center on Sex Roles in Education, Washington, D. C.); Myra Sadker and David Sadker (American University, Washington, D. C.); Barb Landers (California State Department of Education, Sacramento, California); and Janice Birk (University of Maryland, College Park, Md.).

The CCSSO, the Resource Center on Sex Roles in Education, and the coeditors of the package gratefully acknowledge the assistance and advice of M. Patricia Goins, Project Monitor, Women's Program Staff, U. S. Office of Education, and Joan Duval, Director, Women's Program Staff, in the implementation of the contract. Grateful acknowledgement is also given to Sarita Schotta, Senior Research Associate, National Institute of Education for monitoring the contract which provided funds for the editing and printing of the field-test materials. Special gratitude is extended to the personnel of the 15 organizations who field-tested the Package in regional workshops for their efforts, their patience, and their support throughout the implementation of the Title IX Equity Workshops Project. These organizations and the project contact person in each include:

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The coeditors also wish to express their appreciation to Byron Hansford, Executive Director, Council of Chief State School Officers; William Israel, Director of Special Projects, Council of Chief State School Officers; and James Becker, Executive Director, National Foundation for the Improvement of Education, for their support of the project. Ann Baucom and Lois Jamieson of the CCSSO and Ann Samuel of the Resource Center on Sex Roles in Education receive special thanks for their tireless efforts in the production of materials for the Workshop Package.

September 1978

IMPLEMENTING TITLE IX AND ATTAINING SEX EQUITY: THE COUNSELOR'S ROLE

Outlines and Participants' Materials for Application Sessions A and B for Counselors

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THE COUNSELOR'S ROLE

Introductory Materials

Prepared for the
Title IX Equity Workshops Project
of the Council of Chief State School Officers

by the
Resource Center on Sex Roles in Education
National Foundation for the Improvement of Education

IMPLEMENTING TITLE IX AND ATTAINING SEX EQUITY: AN INTRODUCTION TO THE WORKSHOP PACKAGE

Introduction

Title IX of the Education Amendments of 1972, the Federal law which prohibits sex discrimination against the students and employees of education agencies and institutions receiving Federal financial assistance, was enacted in June 1972; the regulation to implement the legislation, which defines the specific criteria against which nondiscrimination is to be assessed in the various policies and practices of education agencies and institutions, was issued in June 1975 and became effective in July of that year. Despite the passage of years, however, full compliance with Title IX is far from a reality in most agencies and institutions throughout the country, and equity for females and males in education has yet to be attained.

Although significant progress has been made in a number of schools and school systems--the basic required Title IX compliance procedures have been implemented, students and employees describe their "increased awareness" of the problems of sex stereotyping and sex discrimination, and concrete improvements are apparent with regard to equalization of athletic budgets for female and male sports or to integration of previously sex-segregated courses--in most cases, considerable change remains to be made if full compliance and sex equity are to be integrated and reflected throughout the policies, programs, and practices of an education agency or institution.

If the necessary change is to occur, educators must move beyond paper compliance and problem awareness in order to develop the skills and competencies required for problem solution. Educators, like all other human beings, need support and direction if they are to translate legislative or administrative mandates for change into the actual delivery of nondiscriminatory and sex equitable services.

Many methods may be used to support educators in the change process--written information may be distributed, consultation may be made available, briefings or meetings may be conducted, training programs may be implemented, demonstration programs may be undertaken, and evaluation and reinforcement systems may be installed. The needs and resources of a particular education agency or institution will determine the forms of support which are most appropriate. One of the most frequently used methods of supporting change by education personnel is the inservice training workshop. In many situations, the inservice workshop is a cost-efficient way of reaching large numbers of personnel in a single effort and of providing assistance in skills development to these personnel. Implementing Title IX and Attaining Sex Equity: A Workshop Package has been designed to support the implementation of such a workshop.

The Development of the Workshop Package

Implementing Title IX and Attaining Sex Equity: A Workshop Package was developed by the Resource Center on Sex Roles in Education for the Council of Chief State School Officers' Title IX Equity Workshops Project during 1977 and 1978. The Title IX Equity Workshops Project was funded under an 18-month contract for "National Regional Dissemination Workshops and Development of Technical Assistance Materials for Title IX of the 1972 Education Amendments" by the U. S. Office of Education, Department of Health, Education, and Welfare, under funds authorized by the Women's Educational Equity Act.

The purpose of the project was to develop and field test a training package which could assist education personnel and interested citizens to gain:

- an understanding of the manifestations and the effects of sex discrimination and sex bias in education

- an understanding of the requirements of Title IX and its implementing regulation, and of the steps required to achieve compliance

- skills and capability for the development and implementation of policies, programs, and management systems to ensure educational equity

The terms of the contract required that the package developed must be suitable for:

- use with groups representing all levels of education from elementary through postsecondary

- use at the local, state, regional, and national levels

- use without extensive reliance on consultative assistance or on materials outside the package itself

In order to address these requirements, it was decided that the training package must be developed according to the following considerations:

- Because of the differing needs, experiences, and frames of reference of elementary-secondary educators and postsecondary educatiors, "the" training package would need to be two training packages--one for elementary-secondary educators and one for postsecondary educators.

- Because the training package needed to be suitable for use with a wide variety of groups, it would need to include a wide variety of information and activities ranging from "awareness level" to more advanced skills-development and action-planning levels.

- Because the training package needed to be suitable for use by personnel without extensive background in training or consultation and materials resources, it would need to provide specific step-by-step instructions for the implementation of training as well as all materials which would be required for the implementation of training.

All of these considerations are reflected in the form and content of the Workshop Package as it is now published.

Initial plans and specifications for the *Package* were reviewed by more than 90 leaders in education in March 1977. These leaders were asked to evaluate the plans and suggest modifications in light of:

- their assessment of the training and technical assistance needs of education institutions and agencies related to the attainment of Title IX compliance and sex equity
- their evaluation of strategies available for meeting identified training and technical assistance needs
- their knowledge of resources which would facilitate the development and dissemination of the *Workshop Package*

Working drafts of the *Package* materials were field tested and evaluated in 19 workshops implemented by subcontractors in the various HEW regions. Eleven workshops for elementary-secondary educators and eight workshops for postsecondary educators were implemented from September 1977 through January 1978. During the field test workshops, the *Package* was evaluated by workshop facilitators, workshop participants, and on-site evaluators. Final copy of the *Workshop Package* was completed after analysis of all of the evaluations obtained during the field test workshops.

An Overview of the Workshop Package

Both the *Workshop Package for Elementary-Secondary Educators* and the *Workshop Package for Postsecondary Educators* provide training session outlines and participant's materials for a fifteen-hour workshop sequence on Title IX and sex equity in education. Each package is organized according to five three-hour workshop sessions. Three of these sessions are termed "Generic Sessions"; they are designed to provide general information and experiences which are relevant to all participants attending the workshop. The other two sessions, called "Application Sessions," are designed to provide specialized information and experiences to persons of different professional roles and to enable participants to apply workshop experiences to their individual professional responsibilities. Each of the components of the *Workshop Package* corresponds to one three-hour workshop session; a component includes both a detailed step-by-step session outline for facilitators and the materials designed for participant use during the workshop sessions.

The sequence (and titles) of the workshop sessions for elementary-secondary educators is outlined below; there is a written component in the *Workshop Package for Elementary-Secondary Educators* which corresponds to (and bears the same title as) each of these workshop sessions.

Generic Session One: "The Context of Title IX"

Generic Session Two: "The Title IX Regulation and Grievance Process"

Application Sessions A and B: Two sequential application sessions focus on the responsibilities and roles of six different groups with regard to Title IX compliance and the attainment of sex equity in education. Application sessions focus on the following roles and responsibilities:

- The Administrator's Role
  - Session A - "Ensuring Procedural Title IX Compliance: Establishing a Foundation for Sex Equity"
  - Session B - "Monitoring Title IX Implementation"
- The Teacher's Role
  - Session A - "Identifying and Overcoming Sex Bias in Classroom Management"
  - Session B - "Identifying and Overcoming Bias in Instructional Materials"
- The Counselor's Role
  - Session A - "Identifying and Overcoming Bias in Counseling and Counseling Programs"
  - Session B - "Identifying and Overcoming Bias in Counseling Materials"
- The Vocational Educator's Role
  - Session A - "Overcoming Sex Discrimination and Attaining Sex Equity in Vocational Education: The Social/Educational and Legal Context"
  - Session B - "Overcoming Sex Discrimination and Attaining Sex Equity in Vocational Education: Recognizing and Combating Sex Bias and Planning for Action"
- The Physical Activity Specialist's Role
  - Session A - "Achieving Sex Equity in Physical Education and Athletics: Legal Requirements and the Need for Change"
  - Session B - "Achieving Sex Equity in Physical Education and Athletics: Analyzing and Planning for Action"
- The Community's Role
  - Session A - "Building a Knowledge Base for Change"
  - Session B - "Building Skills for Change"

Generic Session Three: "Planning for Change"

The objectives for Generic Session One include:

- to provide participants with an opportunity to assess their awareness of differential treatment of males and females in their schools and the impact of Title IX

- to provide participants with a review of the legal context of Title IX, an overview of Federal antidiscrimination laws, and the opportunity to assess their skills in identifying discrimination in schools

- to provide participants with an understanding of differential sex-role socialization as it is manifested in schools

- to encourage participants to identify goals for nonsexist education

The objectives for Generic Session Two include:

- to review with participants the requirements of the regulation to implement Title IX of the Education Amendments of 1972

- to provide participants an opportunity to assess their own understandings of Title IX requirements by sharing questions and answers with others

- to provide participants with an understanding of the significance of Title IX grievance procedures as a method for resolving complaints of sex discrimination and for monitoring Title IX compliance

- to provide participants with information regarding the structural components or characteristics of an effective grievance procedure and an opportunity to evaluate the structure of several sample grievance procedures

- to increase participants' understanding of and skills related to their own potential responsibilities for grievance problem solving

- to provide participants an opportunity to increase their skills in identifying Title IX violations and in formulating corrective or remedial actions appropriate to these violations through the analysis of sample Title IX grievances

The objectives for Generic Session Three include:

- to provide participants with an overview of some of the necessary conditions for change related to Title IX and sex equity in education and of the types of strategies available for planning and implementing change efforts in these areas

- to provide participants with a framework for diagnosing organizational change needs related to Title IX and sex equity and for designing action strategies which would be appropriate for meeting these needs

- to provide participants with an opportunity to develop preliminary plans for organizational change which could contribute to the full implementation of Title IX and achieving sex equity in their districts

- to increase participants' skills in developing action programs related to Title IX and sex equity for implementation in their own job functioning

Although the specific objectives of the Application Sessions vary according to the group for which the session is designed, all Application Sessions are generally designed to provide participants with the opportunity to:

- identify the implications of Title IX for their own job functions

- increase their skills for identifying and alleviating sex discrimination and for providing sex equity in their own job functions

- consider actions which can be taken in their own job functions to ensure Title IX compliance and increase sex equity in their education agencies and institutions

Although the content of the Package for Postsecondary Educators has been designed to address the unique needs of personnel of postsecondary education institutions, its organization and sequence parallel those of the Package for Elementary-Secondary Educators. The three Generic Sessions, although different in content, are the same in title and objectives as those for elementary-secondary educators. Application Sessions for postsecondary educators include: The Administrator's Role, The Counselor's Role, and The Teacher Educator's Role. (Application Sessions for faculty, for student services personnel, and for physical activity personnel have been developed in draft form and may be published in the future.)

Materials which supplement the basic components of the Workshop Package are also available. Two Participant's Notebooks, one for elementary-secondary educators and one for postsecondary educators, have been developed. These Notebooks contain all the worksheets used by participants during the three Generic Sessions; they also include substantial reference material which highlights or expands the content presented in these sessions, and an annotated listing of resources relating to Title IX and the achievement of sex equity in education. (Although the Generic Sessions may be implemented using only the participant's materials included with the session outlines, the reference material and resource listing included in the Participant's Notebooks make the use of these notebooks desirable wherever possible.)

A Final Context for the Workshop Package

Three major assumptions underlie the total Workshop Package, assumptions which should be kept in mind during its use:

- Title IX is one part of a total educational equity movement.

  Title IX is an evolutionary step in our nation's efforts to provide equity for all citizens. Our experience with years of attempting to eliminate race discrimination and bias in education provided the foundation for our understandings of sex discrimination and for the strategies and technology which may be used in its elimination.

  Anyone working to attain educational equity must remember the multiple ways that equity may be denied--on the basis of race; national origin; religion; cultural identity; sex; mental, emotional, or physical handicap; and social class--and work to ensure that the needs of all students are provided for.

- Our nation's concern for educational equity is a reflection of changes in our society; the achievement of educational equity is a crucial step in ensuring the survival of a viable society.

Our nation's concern for human and civil rights of various groups is rooted in the evolution of our society as it is affected by widespread social, economic, and technological change. Schools have the responsibility for preparing all students to participate in and to deal with these changes. Failure to achieve educational equity limits the potential attainments of our future society. Educational equity is not just a moral goal; it is a survival goal.

- The movement for educational equity is an important vehicle for educational reform.

Educators can be proud of the many accomplishments of our educational system. Despite these accomplishments, however, the changing nature of our society demands that we move on to greater achievement. Efforts to attain educational equity can contribute to implementation of many of the basic educational reforms which are needed. The greater individualization of instruction, the preparation of students for a variety of life roles, and the involvement of students in learning how to learn--these reforms are possible within the context of educational equity.

It is hoped that the Workshop Package and materials will assist its users in actualizing these assumptions and providing greater equity and higher quality education for all students.

HOW TO USE THESE MATERIALS

The following materials are one component of the multicomponent workshop package Implementing Title IX and Attaining Sex Equity. They provide resources and a step-by-step guide for implementing one three-hour workshop session, which is one session within the fifteen-hour workshop sequence outlined in the total Workshop Package.

The material in this session outline may be used in several ways:

- as the design and supporting material for a three-hour session which is presented as part of a 15-hour (two and one-half day) workshop on Implementing Title IX and Attaining Sex Equity
- as the design and supporting material for one of a series of five three-hour sessions utilizing the Workshop Package as a basis for a sequence of periodic seminars on Title IX and sex equity for education and/or community personnel
- as stimulus material for the adaptation and design of other activities or materials which can assist education personnel in achieving sex equity (e.g., information packets, self-instructional materials, etc.)
- as resources for teacher education programs
- as resources for training-of-trainers programs

Implementing Title IX and Attaining Sex Equity: A Workshop Package has been developed to facilitate its implementation by personnel with limited experience in workshop implementation and/or the subject matter which is relevant to consideration of sex equity. It is beyond the scope of this publication, however, to provide the background information on workshop design, implementation, and evaluation which would otherwise be desirable. Education personnel reviewing the package or considering use of any package component may nonetheless find it useful to review the following questions which should be considered with regard to use of this or any other training design.

1. Is the workshop session design appropriate for the purposes of groups for which it may be implemented?

The Workshop Package has been developed to address the needs of education personnel with a diversity of experience and familiarity with regard to Title IX and sex equity. The workshop package sequence begins with a consideration of the need and rationale for Title IX; it moves through a detailed review of the Title IX regulation and the Title IX grievance process; it proceeds to an examination of the application of the Title IX regulation and sex equity principles to the particular day-to-day job functions of various groups of education personnel; and it concludes with an overview of the change process and an opportunity for participant action planning related to Title IX compliance and the achievement of sex equity.

Workshop planners and training personnel should carefully review both the general objectives of each workshop session and the purposes of specific session activities (both are listed in the session outlines) in order to ensure their relevance and appropriateness to the particular needs of their intended workshop target group.

Similarly, workshop planners should also review the training methodology suggested in the outline for its suitability for situational needs. The processes or methods used in conducting any workshop should be selected for:

- their appropriateness to workshop objectives
- their appropriateness to the styles and skills of available workshop facilitators
- their provision of sufficient diversity to accommodate different participant learning styles

Because the objectives of the workshop package emphasize the delivery of cognitive information, it relies heavily on the use of lecturette and question-answer processes. The skills required of workshop session facilitators for the presentation of these activities are also less specialized than those which are required for the presentation of more affectively oriented activities.

All session outlines also involve the use of personal inventory and skills testing or skills practice activities performed by participants individually, as well as small group discussions and action-planning activities. These are included in order to:

- provide participants an opportunity to practice relevant skills and to receive immediate feedback
- provide participants an opportunity to share reactions and to develop small support groups
- accommodate the needs of participants for experiential learning activities
- increase the informality and variety of workshop activities

These procedures or methods suggested in the training design may be adapted to reflect a different emphasis in objectives or to reflect the different styles or skills of workshop session personnel. In considering the procedures or methods used in any workshop, it is useful to evaluate whether:

A) they provide a mixture of affective, cognitive, and experiential activities sufficient to accommodate the diversity of participants learning styles

B) they follow a logical progression from awareness building, to problem exploration, to skills assessment or development, through stimulation of the application of workshop information by participants in their relevant personal or professional activities

2. How much flexibility is desirable in implementing a session outline?

The session outline is intended as a guideline for the implementation of a training experience, not as a prescription that must be followed without deviation. The activities and sequence outlined in this session have been field-tested successfully with a variety of groups, but it should be recognized that no single design is appropriate for all situations. Facilitators should use the outline to assist them in meeting the needs of participants rather than as a constraint to necessary flexibility.

Flexibility is critical with regard to observance of the suggested timelines which have been provided in the session outline. These timelines tend to be highly concentrated. It will require most facilitators and groups to move at a brisk pace if all of the activities are to be completed in the time allowed. (Most of the sessions could benefit from an expansion of time allocated to each activity.) The timelines are general suggestions only; some groups of participants may need to spend more time on a single activity than is indicated in the outline and may be able to omit another activity, while others may find it impossible to move through the entire sequence of activities in the time available. The facilitator(s) must be sufficiently familiar with the training design and activities to determine the modifications which may be appropriate to a particular situation or group.

The primary guideline which should be observed in the implementation of the training activities is that care should be taken to meet the needs of the majority of the participant group. Facilitators should avoid modifications which may address the needs of only a few participants and attempt to meet the needs of individuals during break periods or after the workshop without detaining the entire group.

3. How can the workshop activities and sequence be adapted to fit shorter periods of time?

Although the session outlines were designed for implementation in three-hour periods, it is recognized that it may be necessary to modify the session for implementation in a shorter period of time. When this is necessary, the facilitator(s) should review the objectives of each suggested activity carefully before making a decision about which activities would be most appropriate. If this modification is necessary the facilitator(s) should consider the following:

A) Carefully review the sequence and the build-up activities provided in the session outline. Each session outline has been developed to include each of the following components:

- Needs assessment activity/exercise--Session outlines begin with an introductory activity which can involve the group in the session, allow individuals to express initial concerns and provide the facilitator with general information about the perceptions and experience of the group. This initial experience is a key method of judging the specific needs of the group and estimating the optimal pacing of the session activities.

- Cognitive activities--Each session outline includes a lecturette(s) to introduce new concepts and activities. These are designed to increase participants' understanding of particular problems related to sex equity and of the steps to be taken and the principles to be followed in achieving sex equity. The amount of information provided in a lecturette can be reduced if the group has had previous exposure to the concepts being presented. Even with experienced groups, however, it is useful to provide a summary of the key points included in the lecturette to ensure that all members of the group have a common frame of reference for subsequent activities.

- Experiential activities--Experiential activities provide an opportunity for participants to apply the concepts presented in cognitive activities to situations in educational practice. The purpose of this activity is to help participants assess for themselves the implications of the information presented for day-to-day activities.

- Skills practice activities--Each session outline includes a number of activities which are designed to give participants an opportunity to practice some of the skills which are necessary for the application of sex equity principles and to obtain immediate feedback regarding their efforts.

- Action-planning activities--Each session outline encourages participants to begin to identify specific steps which they or their education agency can take to promote full implementation of Title IX and/or to attain sex equity in their activities. These action-planning steps are crucial to the application of the information provided in the workshop package. They should not be eliminated and in fact, wherever possible, it would be desirable to expand the amount of time devoted to action planning. This is particularly relevant when participants work together in the same education agency.

In most cases, it is desirable to reduce the amount of time devoted to each of the various types of activities provided rather than to omit any of the major components of the session outline.

B) Provide participants with reading materials prior to the workshop session.

If the workshop time is limited, it may be possible to reduce the amount of time devoted to the workshop activities by providing participants with materials which can be read prior to the implementation of the workshop. If the facilitator believes that this is desirable, a summary of the information provided in lecturette or information sheet form may be distributed to participants prior to the workshop.

C) Reduce the amount of time spend on exercises and worksheets.

One way that the timelines for the session can be cut is to ask participants to consider only a limited number of cases or situations presented in their worksheets, suggesting that others be completed some time after the workshop. (If this is done, the facilitator should make certain to explore those items selected for use in the group in sufficient detail to clarify for participants the basic principles reflected in the worksheet.) In all instances, the facilitator should emphasize ways which the participant materials may be used after the workshop.

4. What personnel are needed for the implementation of the session outline?

Although this session outline has been developed to facilitate its use by personnel of varying backgrounds, the selection of personnel to facilitate workshop activities is a critical factor in the implementation of any session. While the session outline may be implemented by a single facilitator, it is desirable to utilize a team of two or more facilitators. Use of a team has the following advantages:

- it increases the likelihood of ensuring both content expertise (knowledge of Title IX and sex equity principles in education, of the structure of education agencies, or Federal and state nondiscrimination laws, etc.) and process expertise (knowledge of group dynamics and skills in group processing and training) in the delivery of the session outline

- it makes it possible to demonstrate nondiscrimination by use of a training team on which both females and males and members of racial and ethnic minority groups are represented

- it makes it possible to increase the diversity of training styles and areas of expertise, and thus to accommodate the diverse learning styles and needs of workshop participants

If a facilitator team is utilized, it is important to designate one or two persons with responsibility for providing continuity and direction throughout all workshop activities. Persons with responsibility for workshop administration and for such tasks as participant registration, distribution of materials, and general problem solving should also be designated, particularly when the workshop involves a large number of people.

5. How should facilitators prepare for the implementation of the workshop session?

Effective implementation of the training session requires careful facilitator preparation. Facilitators should take ample time to do the following:

- thoroughly review the session outline and all participant materials

- prepare notecards outlining the sequence and the general directions for participants

- prepare their own outlines of the suggested lecturettes so that they may present the information provided in their own style (in no case should a facilitator read from the session outline during session implementation)

- identify points where information or activities could be omitted in the event that more time is needed in an earlier activity

If a team of facilitators is used, it is essential that the group meet together to:

- assign various responsibilities to the team members, making sure that each individual is clear about her/his role in appearing before the group, monitoring individual and small group work, preparing charts or materials, and working with other team members

- designate one person as the person responsible for providing continuity throughout the workshop and making decisions as to necessary adaptation of timelines

- discuss individual reactions to activities and ways that adaptations might be made if necessary

- consider the various styles represented in members of the team and the ways that the team might work together for maximum effectiveness

6. How should participants be involved in the workshop initially?

Considerations regarding the involvement of participants in the workshop event usually revolve around two issues: whether workshop participation should be voluntary or mandatory, and to what extent participants should be involved in the workshop planning process.

Determination of whether workshop participation should be voluntary or mandatory should be made in consideration of the workshop objectives, the job requirements of various staff groups, and other situational variables which may be relevant. The training design may be appropriately used whether participation is voluntary or mandatory. It is important to remember, however, that whether participants are notified of the obligation to attend or invited to participate, a clear and positive statement of workshop sponsorship, workshop purposes and objectives, and the time and location of the workshop can do much to establish a positive climate for the workshop and to alleviate uncertainties or anxieties experienced by participants. It is also important that participants are notified or invited in sufficient time to allow for personal planning or scheduling and for clarification of any questions regarding participation. It may also be useful to provide short preparatory reading material which can raise interest in or establish an initial context for the workshop.

Another method of establishing a positive workshop climate is to involve participants (or representatives of the workshop target groups) in workshop planning activities. This might be done through simple written or oral needs assessments which serve both to provide information about the felt needs of participants and to introduce participants to basic workshop issues. It might also be accomplished by simply keeping key participants informed of various stages of planning or decisionmaking, or by requesting the assistance of selected participants in obtaining workshop facilities, reproducing resource materials, introducing resource persons, etc.

The training design specifies no procedures for participant involvement prior to workshop implementation; workshop personnel should select procedures which are appropriate to the size, structure, and climate of their particular agencies or institutions.

7. What participant materials are needed to implement the session?

All materials which are required for participant use during a workshop session are attached to the session outline; these may be reproduced for distribution to session participants. Although the participant materials for each session are fairly extensive (and thus require some financial expenditure to reproduce in quantity), they are important to the successful implementation of the session because:

- they provide quick reference information for participants with little prior background
- they support and highlight the information provided by facilitators and allow participants to be actively involved in the training process
- they permit individual problem assessment and skills testing by participants related to session concerns
- they reinforce participants' workshop session experiences and provide participants a document for continuing on-the-job reference or use

(It should be noted that although all required participant materials are attached to the corresponding session outlines, a more comprehensive Participant Notebook has been developed and published as one component of the Workshop Package. This notebook includes not only all worksheets used during the three Generic Sessions, but also additional reference material and an extensive annotated listing of resources related to Title IX and sex equity. Ideally, each participant should receive a copy of this full Participant's Notebook and a copy of all worksheets for the Application Sessions which are appropriate to their role--e.g., adminstrator, counselor, etc.

8. What facilities, equipment, and resources are needed for implementation of the workshop?

The physical facilities provided for a workshop can make a significant difference in the difficulty or ease of its implementation. The workshop package requires a room sufficiently large to accommodate all participants for the generic sessions and small break-out rooms for each of the application group sessions provided. Moveable tables and chairs facilitate the creation of an informal environment and the implementation of small group activity. Attention should be given to ensuring that facilities are well lighted, at a comfortable temperature and well ventilated, and within access of restrooms. It is desirable to inspect facilities well in advance of the workshop to ensure that they will meet the needs of the workshop.

The equipment to be utilized in the session is specified in the training outline. Care should be taken to make arrangements well in advance of the workshops for the use of equipment to check just prior to the session to ensure that the equipment is available and in working order.

9. What guidelines should be observed by facilitators throughout the workshop?

Workshops dealing with sex equity often involve participants in a questioning of some of their earliest learnings and most basic beliefs and assumptions. Individuals dealing with these issues may have negative feelings about changing roles of males and females in our society and experience fear or anger about sex equity efforts in education. It is critical that workshop facilitators understand that these reactions are to be expected and how to handle them in positive ways. Some suggestions for dealing with possible resistance or rejection of the ideas covered in the workshop are outlined below.

Workshop facilitators should:

- Remember that change in knowledge, attitudes, and skills requires time and continued support. Each person must move through a process of exploring, understanding, and acting on new ideas before they can be accepted. Rejection of ideas presented in the workshop should not be interpreted as a personal rejection of the presenter.

- Work to provide continuing support to participants even when they are met by disagreement and/or resistance. Responses to be avoided by workshop personnel include:

  - Defensiveness--the expression through words or behaviors that a facilitator or resource person feels as if an attack has been made against her/his personal ability or adequacy. Workshop personnel should try to maintain an open attitude and deal with the ideas presented by the participant rather than the internal feelings that these ideas may create.

  - Rejection of the group--the categorization of an individual or group as "hopeless." One of the ways that facilitators may deal with persons who disagree is to reject them. It is important that workshop leaders maintain communications with all participants and continue to work through the feelings and ideas presented.

  - Future predictions--statements to an individual or the group such as "I'm sure you'll eventually see it my way." Although it is quite likely that many who reject ideas presented in workshops will change over a period of time, it is not helpful to dismiss the issues being considered by making future predictions.

  - Avoidance of the issues--dropping relevant controversial issues before they have been considered. Avoiding open consideration of possible implications of the Title IX regulation through a comment such as "There's really no need for major changes in most programs" does not contribute to participant learning or problem solving. Workshop facilitators should anticipate some of the controversial questions or concerns which are likely to be raised and be prepared to deal with them, if only by admitting uncertainty and a willingness to help participants obtain assistance from other sources.

  - Overcontrol of the participant group--pressing the group ahead regardless of their present needs or ability to deal with some of the issues. Overscheduling a workshop agenda so that time is not available for clarification questions or for consideration of the implications of the information in small group discussion is one way to overcontrol the participant group. Workshop plans must include time to ensure that participants have the opportunity for initial exploration and evaluation of the information presented.

- Work to maintain a climate where participants' questions, feelings, and opinions can be expressed and considered. Maintain a nonjudmental approach toward the expression of feelings or opinions which differ from those being expressed in the workshop.

- Provide participants with concrete information and materials whenever possible. Much of the resistance to accepting change occurs when people do not understand the rationale for change and the specific steps that must be taken in implementing change. It is essential that participants be given opportunity to identify specific directions for change, to develop the necessary skills for change, and to receive support and assistance during this process.

IDENTIFYING AND OVERCOMING BIAS IN COUNSELING AND COUNSELING PROGRAMS

Outline For Application Session A For Counselors

Prepared for the
Title IX Equity Workshops Project
of the Council of Chief State School Officers

by the
Resource Center on Sex Roles in Education
National Foundation for the Improvement of Education

IDENTIFYING AND
OVERCOMING BIAS IN COUNSELING AND COUNSELING PROGRAMS

APPLICATION SESSION A FOR COUNSELORS

Session Specifications

Session population: Counseling staff of local education agencies

Session objectives: The objectives of Application Session A include:

- to provide the participants with an overview of the social/educational context of equality as it impacts the role and responsibilities of counselors
- to provide participants with an opportunity to review their understanding of the Title IX regulation as it relates to counseling services and the use of counseling materials
- to provide participants with a framework for examining the range of philosophical styles by which counselors can carry out their roles and responsibilities as counselors and pupil personnel staff
- to provide participants with an opportunity to examine counseling practices which may facilitate or retard the provision of equity in the overcoming of sex bias in educational programs

Time required: three hours

Materials needed:

For participant use:

- "Counseling for Sex Equity: An Introductory Assessment"--Counselor Worksheet 1
- "Women, Men, and the Paid Work Force"--Counselor Worksheet 2
- "Women in the Paid Work Force"--Counselor Worksheet 2A
- "Recognizing Sexist and Nonsexist Behaviors" and accompanying answer sheet--Counselor Worksheet 3 and 3A
- "Assessing Sex Equity in Counseling and Guidance Programs"--Counselor Worksheet 4

Facilitators required: Although the session could be conducted by a single person, it is preferable in most cases to share responsibilities among several persons (female and male) who possess both subject matter expertise and group process skills, and who represent racial/ethnic diversity.

Facilitator preparation required:

The facilitator should:

- thoroughly review this total session outline and all participant materials
- review suggested lecturettes and comments and adapt them to accommodate unique group needs and facilitator style
    - Introductory comments (see section I of this outline) (10 minutes)
    - Lecturette--"Counseling for Equity: The Dual Systems in Education" (see section II of this outline) (10 minutes)
    - Lecturette--"Counseling for Equity: The Dual Systems in Employment" (see section II of this outline) (15 minutes)
    - Lecturette--"Achieving Nonsexist Counseling" (see section IV of this outline) (15 minutes)
    - Closing comments (see section V of this outline) (5 minutes)

Group size: flexible

Facilities required: Meeting rooms to accommodate expected number of participants; moveable tables and chairs will facilitate small group work

Equipment and supplies needed: Overhead projector and transparencies, chalkboard and chalk, or newsprint and markers; pencils and pads for each participant

COUNSELING FOR SEX EQUITY: OVERCOMING BIAS IN COUNSELING AND COUNSELING PROGRAMS

APPLICATION SESSION A FOR COUNSELORS

Session Agenda

I.	INTRODUCTION	TIME REQUIRED: 40 MINUTES
A.	Introductory Comments	(10 minutes)
B.	Individual activity--"Counseling for Sex Equity: An Introductory Assessment"	(5 minutes)
C.	Small group discussion	(15 minutes)
D.	Total group processing	(10 minutes)
II.	COUNSELING FOR SEX EQUITY: THE SOCIAL/EDUCATIONAL CONTEXT FOR CHANGE	TIME REQUIRED: 50 MINUTES
A.	Lecturette--"Counseling for Equity: The Dual Systems in Education"	(10 minutes)
B.	Individual activity--"Women, Men, and the Paid Work Force"	(5 minutes)
C.	Paired discussions	(10 minutes)
D.	Lecturette--"Counseling for Equity: The Dual Systems in Employment"	(15 minutes)
E.	Questions and answers	(10 minutes)
III.	BREAK	TIME REQUIRED: 10 MINUTES
IV.	COUNSELING FOR EQUITY: TOWARD AFFIRMATIVE COUNSELING	TIME REQUIRED: 50 MINUTES
A.	Lecturette--"Achieving Nonsexist Counseling"	(15 minutes)
B.	Questions and answers	(5 minutes)
C.	Individual activity--"Recognizing Sexist and Nonsexist Behaviors"	(5 minutes)
D.	Small group discussion	(15 minutes)
E.	Total group processing	(10 minutes)
V.	COUNSELING FOR EQUITY: TOWARD AFFIRMATIVE COUNSELING AND GUIDANCE PROGRAMS	TIME REQUIRED: 25 MINUTES
A.	Introductory comments	(5 minutes)
B.	Individual activity--"Assessing Sex Equity in Counseling and Guidance Programs"	(5 minutes)
C.	Small group discussion	(10 minutes)
D.	Total group processing	(5 minutes)
VI.	SUMMARY COMMENTS	TIME REQUIRED: 5 MINUTES
		TOTAL TIME REQUIRED: 180 MINUTES

I. INTRODUCTION TIME REQUIRED: 40 MINUTES

(A) Introductory comments	(10 minutes)
(B) Individual activity--"Counseling for Sex Equity: An Introductory Assessment"	(5 minutes)
(C) Small group discussions	(15 minutes)
(D) Total group processing	(10 minutes)

Purpose of the activity:

The purposes of this activity are:

- to introduce the facilitator(s) to the participa[illegible]
- to provide participants with an overview of the Application Sessions for Counselors
- to provide the facilitator(s) with an indication of the experiences and perceptions of the group

Materials needed:

For participant use:

- "Counseling for Sex Equity: An Introductory Assessment"--Counselor Worksheet 1

For facilitator use:

- Chart (on newsprint, chalkboard, or acetate transparency) listing session objectives as they appear in section I of the outline
- Sheets of newsprint for recording group data (see "Total group processing" instructions in this section of the outline)

Facilitator preparation required:

The facilitator(s) should:

- thoroughly review this outline and all participant materials
- review suggested comments and adapt them to accommodate unique group needs or facilitator style

Procedure:

A. Introductory comments (5 minutes)

The facilitator should begin by ascertaining that all participants are in the correct application session--that they are counselors or that they have elected to focus on counseling issues during the workshop. The facilitator should describe the purpose and format of the application session, making the following points:

- The application sessions are designed to provide participants with the opportunity to work with people in roles similar to theirs (in this case, counselors) in exploring issues related to Title IX implementation and the achievement of sex equity which are particular to their role.

- There will be two three-hour application sessions conducted for each group of personnel. These sessions are sequential, not interchangeable. It is important that participants attend both application sessions designed for their group. Time will be provided after the two sessions to work again with people in other roles. (This will be the purpose of the last workshop activity.)

Next, the facilitator should take a moment to introduce her/himself and to provide a brief description of her/his involvement in issues of Title IX and sex equity as they relate to counselors and pupil personnel staff. Any housekeeping information necessary--restroom locations, availability of materials and pencils, scheduling of refreshments, etc.--might be included at this time.

The purpose of this first activity is to assess participants perceptions of the types of differential treatment that are manifested in counseling practices, counseling materials, counseling programs, and the employment of counseling staff. This information can guide the facilitator in the determination of various points for emphasis or de-emphasis during the sessions and in the identification of resources within the group. In addition, it provides an opportunity for facilitator and participants to get to know each other and to build a common frame of reference.

The facilitator should initiate this activity with comments such as the following:

Suggested comments:

"During the first two sessions of the workshop, we considered the legal and social/educational contexts for Title IX, and we reviewed some of the specific requirements of the regulation to implement Title IX. We worked to assess and refine our skills at envisioning various aspects of education as they might appear if they were free from discrimination and stereotyping, at identifying violations of Title IX requirements, and at formulating the kinds of actions which might be taken to correct discrimination and to remedy its effects.

"In these two application sessions for counselors we will be considering these same concerns but from the perspective of the role and the responsibility of the counselor working within schools. During the first sessions we will:

- consider the professional/philosophical context and values which we bring to the implementation of our roles as counselors and pupil personnel staff

  Our responsibilities as counselors and pupil personnel staff for the provision of nondiscriminatory and equitable educational services to students are especially important because of the nature of the services we provide. It is our responsibility to provide individual guidance services for students, to identify the common needs of students, and to work with school personnel developing individual and group programs which can meet the needs of students. Our frame of reference for approaching this task is important for determining the outcomes for students and the ultimate success of their educational experience.

- identify the specific ways in which sex discrimination and bias are manifest in counseling practice

  During this session we'll be examining the specific ways that bias and discrimination may be incorporated within the types of services that we provide students or the ways in which these services are delivered.

- identify the action steps which we can take to eliminate sex discrimination and attain sex equity in counseling practice

  Identifying the specific forms of discrimination and bias in counseling practices is only the first step for working to achieve equity. It is critical that we move to the identification of the corrective and remedial steps which are necessary for the elimination of discrimination and the attainment of sex equity.

"During the second session, we will:

- identify the specific ways in which sex bias is manifest in counseling materials

  The Title IX regulation prohibits the use of counseling and testing instruments which require differential treatment of males and females and the use of materials which state or imply that career and personal choices are more appropriate for one sex than the other. We will be examining the specific forms of bias in materials and in counseling programs.

- identify the specific ways sex bias is manifest in the design and use of testing instruments

The Title IX regulation prohibits the use of testing instruments or procedures which are biased. We will review the requirements and the methods which may be used for ensuring sex fairness.

- *identify the action steps which we can take to eliminate sex discrimination and attain sex equity in the use of counseling materials and the design and implementation of counseling programs*

  Knowledge of the methods which may be employed for using counseling materials is essential for counseling personnel. We will be examining some techniques for using counseling materials and ensuring that counseling services are directed toward opening options for students. We will also be examining those programs which can provide the corrective and remedial actions necessary for achieving sex equity."

After completing the general introductory comments, the facilitator should then display the chart of objectives for Session A and review them with participants. This might be accomplished through comments such as the following:

"Before we move into the first activity, let's take a moment to review our specific objectives for the session. I've said that we would be considering the philosophical/professional context of counseling services, the specific forms of discrimination and bias in counseling practices, and the action steps which we can take to eliminate discrimination and bias. More specifically we will be:

- *reviewing the social/educational context of equality as it impacts the role and responsibilities of counselors*
- *checking our understanding of the Title IX regulation as it relates to counseling services and the use of counseling materials*
- *examining the range of philosophical styles by which we can carry out our roles and responsibilities as counselors*
- *examining counseling practices which may facilitate or retard the provision of equity and the overcoming of sex bias in educational programs"*

Before moving into the next activity, the facilitator should provide time for participants to ask questions regarding the objectives for Session A or the general direction of the application sessions.

B. Individual activity--"Counseling for Sex Equity: An Introductory Assessment" (5 minutes)

The facilitator should introduce this first activity by explaining that the assessment is designed to accomplish two purposes:

- it provides participants with the opportunity to identify the forms of discrimination and bias which are evident in the counseling practices and programs in which they work and to share this information with others

- it provides the session facilitator(s) an opportunity to gain information about the experiences and concerns of the participants which can enable her/him to address their needs during the session activities

The facilitator should ask the participants to take out a copy of Counselor Worksheet 1, "Attaining Sex Equity in Counseling: An Introductory Assessment." She/he should ask participants to answer the questions on the basis of their experience and observations. Explain that this information will be shared in small group discussions and used as a reference point throughout the sessions. Participants should be given about five minutes to complete Worksheet 1 individually.

C. Small group discussions (15 minutes)

When the participants have completed answering the questions individually, the facilitator should ask the group to form groups of four persons each. The facilitator should suggest that participants meet with persons they do not know.

When the small groups have been formed, the facilitator should ask participants to introduce themselves and tell something about their interest in sex equity programs and/or their interests in attending the workshop. When this has been completed, they should be asked to share their responses to the questions which appear on Counselor Worksheet 1.

Participants should be provided approximately 15 minutes for their small group discussions. During this time, the facilitator(s) should move from group to group in order to identify any questions or concerns which should be dealt with in processing this activity or in later session activities.

D. Total group processing (10 minutes)

After approximately 15 minutes of small group discussion (or when facilitators feel that the discussions have moved on to topics outside the scope of the activity),the facilitators should reconvene the total group to process the small group discussions.

The processing may be carried out by asking participants to share responses to the questions which appeared on the worksheets. It would be useful if a second facilitator or volunteer makes notes of the responses to the questions on sheets of newsprint.

If the facilitator feels that participants are having difficulty identifying examples of differential treatment of females and males in counseling practices, programs, materials, and employment, she/he may wish to remind them of the discussion and activities related to Title IX prohibitions which was included in Generic Session Two.

If participants seem to have had no difficulty with the first question, the facilitator may wish to move on to the discussion of "easy" and "difficult" activities necessary for achieving equity in counseling programs.

Participants may find the final question on the worksheet (the question regarding the outcomes of the attainment of sex equity) difficult to understand or to answer. Those who are uncertain of the issues involved may respond with such answers as "We'll be in compliance with the law," or they may even question the legitimacy of efforts to extend students examination of available options. If some participants do not suggest that one of the important outcomes of efforts to attain sex equity in counseling is that it provides a means of re-evaluating the methodology and results of counseling practice, the facilitator should raise these points in order to provide a transition to the next activity. The facilitator should conclude the discussion by indicating that during the remainder of Application Sessions A and B they should keep in mind the question of outcomes and results as they move through an examination of:

- the philosophy and values which guide our counseling activities
- bias in counseling practices
- bias in counseling programs
- the programs which are necessary for correcting and remediating sex discrimination and bias in education and in society

At the close of the discussion, the facilitator should retain copies of the newsprint listing "easy" and "difficult" aspects of achieving sex equity for reference at appropriate points during Sessions A and B.

II. COUNSELING FOR SEX EQUITY: THE SOCIAL/EDUCATIONAL CONTEXT FOR CHANGE

TIME REQUIRED: 50 MINUTES

(A)	Lecturette--"Counseling for Equity: The Dual Systems in Education"	(10 minutes)
(B)	Individual activity--"Women, Men, and the Paid Work Force"	(5 minutes)
(C)	Paired discussions	(10 minutes)
(D)	Lecturette--"Counseling for Equity: The Dual Systems in Employment"	(15 minutes)
(E)	Questions and answers	(10 minutes)

Purpose of the activity:

The purpose of this activity is:

- to provide an overview of the social/educational context of sex equity
- to provide a frame of reference of the existence of dual systems in education and in employment
- to provide participants with an opportunity to begin to identify the implications of the dual systems for counseling practices and programs

Materials needed:

For participant use:

- "Women, Men, and the Paid Work Force"--Counselor Worksheet 2

For facilitator use:

- Charts on women's participation in the work force

Facilitator preparation required:

The facilitator should:

- thoroughly review this section of the outline and all participant materials
- review suggested lecturettes and adapt them to accommodate unique group needs and facilitator style
- prepare chart (on acetate transparency or newsprint) on changes in women's status and participation in the paid work force

Procedure:

A. Lecturette--"Counseling for Equity: The Dual Systems in Education" (10 minutes)

Suggested lecturette:

"We began to consider the specific ways that differential treatment may be manifest in counseling behaviors and counseling services during the last activity. We identified those things which would probably be easy to change in counseling practices and programs and the things that would be difficult to change. As we have begun to delineate these specific forms of differential treatment in counseling, we begin to see the outlines of what we might refer to as a dual system or a double standard of counseling females and males.

"Although most of us have recognized some of the elements of the dual system of counseling for years, we may tend to overlook the extent to which this dual system permeates the institutions of our lives and influences much of our behavior. As we are involved in the day-to-day responsibilities of providing services to students and of operating counseling programs, it may be difficult for us to keep in mind the ultimate purpose of our activities and the relationship of those activities to other institutions in the society. If we are to comprehend fully the significance of efforts to eliminate sex discrimination in our own counseling behaviors and counseling services, we must consider this larger social and educational context within which we provide counseling services.

"During the next few minutes we're going to examine this larger social/educational context as a means of identifying and reviewing:

- *the social conditions which have given rise to our concern with the elimination of sex discrimination and the achievement of sex equity in education*
- *the impact of change as it determines the needs of our students and the preparation which can best enable them to participate effectively in home and work roles which are likely to exist in the future*
- *the baseline conditions from which we may evaluate some of the long range results of our efforts to eliminate sex discrimination and bias and achieve sex equity in educational programs*

"During the first activity of this session we began to identify the components of the dual system of the treatment of females and males in counseling programs. The dual system is designed to prepare females and males for the differential life roles which traditionally were assigned on the basis of sex.

"Within our society we find the roles of people have in the past been organized and prescribed on the basis of sex. The simplest form of this dual role system was found in the formulation that it was the role of males to work outside the home to provide the necessary income and resources for the family; and the role of females to work inside the home caring for the family and supporting the efforts of the male to provide for the economic needs of the family. Although this may seem to be the 'natural' order of things in that they supported the biological patterns of child-rearing, it is interesting to note that different societies find different solutions for the assignment of roles and make different assignments on the basis of sex. Thus, what may appear to be natural, actually is the result of cultural decisions and cultural conditioning. In general, societies tend to emphasize the differences between the sexes and to ignore or to deny the enormous overlap between the traits and abilities of the sexes.

"Societies evolve and so do the roles which were once congruent with the needs of persons in an earlier era. We can see that our own society has moved from an agricultural to an industrial to a technological base. This evolution has created the need for re-evaluation and a complementary evolution of the roles of females and males. During the first Generic Session of this workshop we examined the changes in the roles of women and the related changes in the lives of males. The demand for sex equity in education, in employment, and in society is a natural outcome of the changes in the roles that females and males already perform within our society.

"The ultimate goal of the efforts to eliminate the assignment of roles on the basis of sex is not to eliminate the need for providing a structure to our society and the need for prescription of roles within that society. Rather, it is an effort to provide women and men the freedom to choose from among all of life's options; to select work on the basis of the abilities, talents, and interests of the individual rather than on the basis of their sex; and to develop a socialization system which can produce flexible, creative, loving persons regardless of their gender.

"To achieve this, it will be necessary to eliminate the prescription of roles and the maintenance of dual systems in our child-rearing practices, in our educational programs, in the structure of our employment system, and in our day-to-day expectations and behaviors which are based on sex. Let's take some time to examine the extent to which these dual systems operate in each of these areas."

THE DUAL SYSTEM IN EDUCATION

"Sex-role learnings are among the first learnings of children's lives. Our patterns of child rearing are based in large measure on stereotypic differentiation of female and male children which is reinforced throughout their lives.

"When children enter school, the dual systems of sex role socialization continue to exist. Let's take a few minutes to review some of the manifestations of the dual system in education programs.

- Women's participation in education decreases with progressive levels of education.

  In the United States, young women are more likely than young men to complete secondary schools. However, fewer women than men continue their education beyond the secondary level. Women are underrepresented as students in most postsecondary programs, the exceptions being the so-called women's occupations such as nursing, elementary school teaching, home economics, cosmetology, and clerical occupations, and undergraduate programs in which women have traditionally enrolled, such as the humanities.

  Although the proportions of women who have participated in postsecondary education have risen slightly, there has been comparatively little change in their participation over the past 45 years. In 1930, women earned 40 percent of the bachelors, first professional and master's degrees, and 15 percent of doctoral degrees. 1/ In 1974-75 women earned 43 percent of the bachelors and first professional degrees, 45 percent of the master's degrees, and 21 percent of the doctoral degrees. The major changes toward increased participation of women in postsecondary education have taken place during the period of 1969-70 to 1974-75. 2/

  If we consider the numbers of persons capable of college level work, women are underrepresented. Pullen noted:

  > 'Among students capable of college level work, 65 percent of the men enter college and 45 percent graduate. Among women of comparable ability, only 50 percent enter and 30 percent graduate.' 3/

- Within comparable levels of education, there is evidence of sex segregation in the fields pursued by students.

  Although we can observe change toward the reduction of sex segregation of women in specific areas of postsecondary study, we still find that sex typing of areas of study is evident. In 1974-75, 64 percent of women received bachelors degrees in five areas--education, social science, health professions, letters, and psychology. Sixty-two percent of the males received bachelors degrees in five areas--business and management, social sciences, engineering, education, and letters. 4/

  One of the antecedents of such sex segregation with academic fields is identified in a study of freshmen students admitted to the University of California, Berkeley, which was conducted by Lucy Sells. 5/ In a random sample of freshmen admitted to Berkeley in the fall of 1972, 57 percent of the males had taken four years of mathematics, including the trigonometry-solid geometry sequence, compared with 8 percent of the females. The 4 years mathematics sequence is required for majoring in every field at the University except the traditionally female-dominated fields of humanities, social sciences, librarianship, social welfare, and education. In practical terms, this means that women are not able to move into fields such as engineering, computer science, economics, political science, chemistry, forestry, biological sciences, etc.

The Sells study is particularly interesting in view of a finding of a study reported by John Ernst. 6/ In a study of secondary students there was little difference in the percentage of female and male students interested in mathematics courses in high school. The differential participation of females and males in high school mathematics is rather the result of male students' understanding of the importance of mathematics courses as a necessary prerequisite for their subsequent careers.

Sex segregation in vocational education programs is also apparent. In eight of the nine vocational education areas 66.7 percent or more of the enrollees are of one sex. Males are a majority in the program areas of agriculture, technical, trade and industry, and special programs. Females are a majority in the areas of consumer and homemaking, health, occupational home economics, and office. Only in the area of distribution programs do we find anything close to a balance of male (52.0 percent) and female enrollees (48.0 percent). 7/

- Differential preparation of male and female students are reflected in differential student performance.

You will recall from the first Generic Session that the results of the National Assessment of Educational Progress were discussed. This national assessment indicated that males generally did better than females in four major subjects included in the assessment: mathematics, social science, social studies, and citizenship. In the four other learning areas, females consistently outperformed males to any large degree in only one (writing), maintained a slight advantage in one (music); and in the remaining two subjects (reading and literature) were above male achievement levels at age 9, then dropped to lag behind males by the young adult ages 26-35. Perhaps the most important indication of a differential educational system was the fact that male-female achievement in the male dominated areas (mathematics, science, social studies, and citizenship) show scholastic achievement that is fairly equal. By age 13, however, females have begun a decline in achievement which continues downward through age 17 into adulthood. 8/

The accumulation of evidence clearly documents the existence of the dual systems in education. The existence of these systems in education, however, is not accidental. They serve the needs of other institutions in our society. Perhaps the most important outcome of this differential sex role socialization becomes *apparent when we turn to an examination of the occupational structure of our society.*

As counselors we may be inundated with information as to the outlook for various careers. We are aware that not only is the nature of available jobs changing but also the composition of the paid work force. Seldom, however, do we stop to consider the total picture and the specific implications of changes for counseling programs and practices. Before we move ahead to an examination of the dual systems in employment, would you please take out Participant Worksheet 2--'Women, Men, and the Paid Work Force.' Three general questions regarding the changing nature of the work force and their implications for counseling are provided. Please take about 5 minutes to write down those things which come to your mind."

B. Individual activity--"Women, Men, and the Paid Work Force" (5 minutes)

The facilitator should move around the room offering encouragement, providing any necessary clarification or answering any participants questions.

C. Paired discussions (10 minutes)

After participants have completed the worksheet, the facilitator should ask participants to pair off with another person who is sitting near them and compare their responses on the worksheet. This could be accomplished by making comments such as the following:

"Now that you've had an opportunity to think about the questions, we'd like you to turn to someone who is sitting near you and take a few minutes to share and discuss your answers. As you discuss your answers, give particular attention to the last question: what are the implications of these trends for counseling programs and practices?"

The facilitator should be available to answer any questions or provide any necessary clarification.

D. Lecturette--"Counseling for Equity: The Dual Systems in Employment" (15 minutes)

The purpose of this lecturette is to summarize and extend the information which participants have identified in the worksheets and the paired discussions. The facilitator should lead into this activity with comments such as the following:

"Each of you has identified some of the changes and trends in the nature of the U.S. paid work force and some of the implications of the changes for counseling. At this time let's review a formulation of the changes in the work force and see how closely it agrees with the trends we identified. As soon as we have reviewed this formulation, we'll be picking up on the implications for counseling."

DUAL SYSTEMS IN EMPLOYMENT

"Just as we can identify evidence of the dual systems in child-rearing and education, it is possible to identify its manifestations in employment. Let's review some of the generalizations regarding the participation and status of women in general and some of the particular information regarding women from ethnic minority groups.

Suggested lecturette:

"We will be reviewing a lot of information in a very short time. Listen for the major points, don't worry about making note of all the figures. We will be following the major points on the chart you see displayed. Each of you will receive a fact sheet summarizing the data after the lecturette is completed.

Women's Participation in the Paid Work Force

- *Women are entering the paid work force at steadily increasing rates.*

  Since the turn of the century, women have been entering the paid work force at steadily increasing rates, and this trend is expected to continue. In 1900, women constituted only 20 percent of the paid work force in this country; by 1940 this figure was 29 percent. By 1960, women made up 33 percent of the paid labor force; by 1970 this figure had climbed to 38 percent. 9/ Today, 41 percent of the paid labor force in the U.S. is female. It is interesting to note that the U.S. Department of Labor forecasts made as recently as three years ago did not predict that this 41 percent figure would be attained until 1985. 10/

  If women's entry into the paid work force continues to increase at its present rate, women will comprise 50 percent of the paid work force by the turn of the century if not before. 11/ As we mentioned during the first Generic Session, Eli Ginsberg, Chairman of the National Commission of Manpower Policy, has stated that the entry by women into the paid labor force is 'the single most outstanding phenomenon of our century,' a phenomenon which has 'long-term implications which are absolutely unchartable.'12/

Increasing rates of entry into the paid work force are characteristic of all groups of women in our society, regardless of:

Racial or ethnic group membership--Women of all racial-ethnic groups on which data are available (white, Black, Hispanic, Asian and Native Americans) are entering the paid work force at increasing rates.13/

Age--Fifty-four percent of all women between 18 and 64 years of age are in the paid work force. In every age group between ages 18 and 54, at least 56 percent of all women are in the paid labor force. Only after the age of 55 does women's labor force participation drop below 50 percent. For all groups of women aged 16 through 54 labor force participation rates have been consistently increasing. 14/

Marital status--Three-fifths of all women who are in the paid work force are married and living with their husbands; more than one-fifth have never been married; and nearly one-fifth are widowed, divorced, or separated from their husbands.15/ According to a recent Department of Labor survey, both husbands and wives are working in nearly half (47.1 percent) of the nation's marriages. The survey concludes that 'the concept of a family where the husband is the only breadwinner and the wife is a homemaker out of the labor force . . . does not represent the typical American family of the middle 1970's.16/

Maternal status--Although the presence or absence of children in the home does affect a woman's participation in the paid labor force, more and more mothers are working for pay outside the home. The number of working mothers has tripled since 1950. There were nearly 14 million women with children under 18 in the paid labor force in 1975. This figure represents 47 percent of all women with children under 18, and it reflects an increase of 4.5 million since 1965.17/ Although mothers of children under 6 years of age have the lowest labor force participation rate of any group of mothers, their participation is also increasing at a faster rate than any other group. Today, 39 percent of all mothers with children under 6 are in the paid work force. 18/

- The number of years that the average woman can expect to participate in the paid work force is increasing.

The average young woman today can anticipate 22.9 years of paid employment. If she remains single, she will work for pay outside her home for 40 years; if she marries but has no children, she will work for 30 years. The average young woman who has children can expect to work for between 15 and 25 years, depending on the number of children that she has.19/

Women's Status in the Paid Work Force

- Women tend to be concentrated in a limited number of 'women's occupations,' most of which tend to be lower paying than those occupations in which males predominate.

Nearly 70 percent of all women working for pay are employed in three occupational groups: clerical occupations (which employ 35 percent of all women workers), service occupations (which employ 18 percent), and professional and technical occupations (which employ 15 percent). In contrast, only 50 percent of the men in the paid labor force are employed in the three occupational categories which employ the largest numbers of men: skilled crafts (in which 21 percent of all male workers are employed), professional and technical occupations (which employ 14 percent), and managerial occupations (which employ 14 percent). The occupations, in which women predominate typically, pay lower wages than those in which men predominate.20/

- Women earn less than men even when they are employed in the same occupational categories.

Women earn less than men, and the gap between the earnings of female workers and male workers is increasing. In 1967 full-time female workers earned $.62 for every $1.00 full-time male workers earned. By 1974 female full time workers were earning $.57 as compared to each $1.00 that males earned.21/

The differences in earnings are the result of a number of factors. Women are concentrated in lower status jobs of a traditional nature reflecting their limited educational experiences. Frequently, women are paid less than men for the same job. Lastly, the increasing entry of women into the paid labor force has meant a substantial increase in the entry of new and re-entry women who must often accept low-paying jobs However, even after adjusting for occupations, work experience and education, women still earn substantially less than men.

- Women in the paid labor force are more likely than males to be unemployed.

In 1975, the unemployment rate for women was 9.3 percent; for males, the figure was 7.9 percent.22/

- Two-thirds of women in the paid labor force today work outside the home due to economic need.

Two-thirds of the women who work outside the home do so out of economic need. Seven out of every ten women workers (68 percent) support themselves or their families, or they supplement their husband's low income. Forty-two percent of all women workers have no husband present. Of the married women workers with a husband present, 26 percent are supplementing husbands' incomes which are below $9,999. 23/

Of particular concern in this category are the women who head families. Today, one out of every eight families in the United States is headed by a female. 24/ According to one recent prediction, four out of ten young women now in high school will become heads of families; they will be the sole support of themselves and their children. 25/

Minority Women in the Paid Work Force

"The generalization and figures we've just reviewed are based on information regarding all women in the paid work force in this country. It is important that we remember, however, that both the historical and contemporary experiences of women in the paid work force differ according to their racial-ethnic background.

"It is also important that we recognize that the minority woman faces a double bind in the job market--she is both a member of a racial-ethnic minority group and a female. Most of us today are familiar with information regarding the concentration of minority workers in lower paying positions, the higher unemployment rates of minority workers, etc. Many of us may not realize the extent to which the minority female worker is affected by both her sex and her racial-ethnic minority status.

- In the past, minority women have had much higher rates of participation in the paid work force than white women.

  Although the 1975 labor force participation rate of minority women was only slightly higher than that of nonminority women (56 percent of all minority women between ages 18 and 64 were in the paid labor force, as compared to 54 percent of all nonminority women in this age group), minority females have had much higher participation rates than nonminority females in the past. 26/ In 1948, the representation of minority women in the paid work force was about half again as high as the representation of nonminority females. 27/ Black women have the longest history of work force participation of any group of women. The 1890 census showed an employment rate for Black women more than twice the rate of white women. 28/

- The current rates of labor force participation by minority women vary among different racial-ethnic groups.

  Black women: In 1974, Black women accounted for 11 percent of the total population of women in the United States and for 13 percent of all women in the paid work force. Today, the labor force participation rates of Black women exceed those of white women in all age groups above 25 years. (Although Black women, like women of all racial-ethnic groups, are entering the paid work force at increasing rates, the increase for them is less dramatic as a result of their high participation rates in the past.] 29/

Hispanic women: In 1972 the work force participation rates for Hispanic women were below those of both Black and white women. Work force participation rates differ, however, within the various Hispanic groups. The work force participation rates of Cuban women are slightly higher than those of either Black or white women, while those of Mexican-American and Puerto Rican women were lower than those of either Black or white women. 30/

Asian-American women: Japanese, Chinese, and Pilipino women are entering the paid work force at rapid rates. A majority of Asian-American families today have two wage earners. 31/

Native American women: According to 1970 census data, 35 percent of all American Indian women are in the paid labor force, as are 29 percent of all Aleut and Eskimo women. 32/

- Minority women with children are more likely to work than nonminority women with children

  Sixty-one percent of minority women with children, ages 6 to 17 years, were in the paid work force in 1974, as compared with 53 percent of nonminority women in this category. Fifty-two percent of minority women with children under 6 were employed, as compared to 34 percent of comparable nonminority women. 33/

- Minority women tend to be concentrated in the lower paying occupations in our society

  Minority women are less likely than white women to hold white-collar jobs and more likely to be in either service or blue-collar jobs. The proportion of minority women employed in clerical work is increasing with time, however, while the proportion employed in private household work is declining. 34/

- Minority women have the lowest average incomes of all workers

  In 1973, the average yearly income of white males and females and minority males and females employed on a full-time year-round basis was as follows: 35/

white males	$11,633
minority males	$ 8,363

white females	$ 6,544
minority females	$ 5,772

"It is interesting to note that when education is held constant, the income differential between minority and nonminority women workers is eliminated. 36/

- Minority females have the highest unemployment rate of any group in the paid work force.

Unemployment races are consistently higher for women than for men, for teenagers than adults, and for minorities than for whites. In 1975, unemployment rates by race and sex were as follows: 37/

white males	7.2 percent
white females	8.6 percent
minority males	13.7 percent
minority females	14.0 percent

- Minority women are more likely than white women to be in the paid work force as a result of economic need.

Of the more than 2 million minority women in the paid work force, more than two-thirds (63 percent) have husbands with incomes of less than $10,000 a year. (For white women in the labor force, the comparable figure is 26 percent). 38/ Nearly one in three minority families is headed by a woman, who is the sole support of herself and her family." 39/

E. Questions and answers (10 minutes)

The facilitator should ask if there are any points which need to be clarified. If questions are raised, they should be dealt with before moving on. When questions have been answered, the facilitator should go back to Participant Worksheet 2 and process participant responses. This may be done by asking questions such as:

Did you identify all or most of the six general points regarding women's participation and status in the paid work force?

Did you identify any of the differences and/or similarities of the participation of minority group women?

What are some of the implications of this information for counseling practices and counseling programs?

After participants have had some time to consider these questions or other related issues, the facilitator should announce a ten minute break.

III. BREAK TIME REQUIRED: 10 MINUTES

IV. COUNSELING FOR EQUITY: TOWARD AFFIRMATIVE COUNSELING

TIME REQUIRED: 50 MINUTES

(A)	Lecturette--"Achieving Nonsexist Counseling"	(15 minutes)
(B)	Questions and answers	(5 minutes)
(C)	Individual activity--"Recognizing Sexist and Nonsexist Behaviors"	(5 minutes)
(D)	Small group discussions	(15 minutes)
(E)	Total group processing	(10 minutes)

Purposes of the activity:

The purposes of this activity are:

- to provide participants with an overview of the manifestations of the dual systems in counseling practices
- to provide participants with a formulation for considering sexist and nonsexist behaviors in counseling and their possible differential impact on females and males
- to provide participants with the opportunity to assess/extend their skills in the identification of sexist and nonsexist behaviors

Materials needed:

For participant use:

- "Recognizing Sexist and Nonsexist Behaviors" and accompanying answer sheet--Counselor Worksheet 3 and 3A

For facilitator use:

- Chart of "Categories of Sexist and Nonsexist Behaviors"

Facilitator preparation required:

The facilitator should:

- thoroughly review the total application session outline and all participant materials
- review suggested lecturettes and adapt them to accommodate unique group needs and facilitator style
- prepare chart on "Categories of Sexist and Nonsexist Behaviors" on newsprint or acetate transparency

Procedure:

A. Lecturette--"Achieving Nonsexist Counseling" (15 minutes)

Suggested lecturette:

"Our understandings of the degree to which we as counselors and educators have accepted the dual role system and incorporated it into our daily operating assumptions is documented by studies of counselor behavior.

"Perhaps the best known study which demonstrates a double standard of health for females and males was conducted by Broverman et. al. 40/ In this study clinicians of both sexes were asked to use a checklist of adjectives to develop a profile of three individuals: a 'healthy female,' a 'healthy male,' and a 'healthy adult.' The findings revealed that the 'healthy adult' and the 'healthy male' were described in a similar fashion. The 'healthy female,' however, was described as more submissive, less independent, less adventurous, less objective, more easily influenced, less aggressive, less competitive, more excitable in minor crises, more emotional, more conceited about appearance, and more easily hurt than the 'healthy male' or the 'healthy adult.' These profiles place women in the double bind of choosing to be a 'healthy woman' but not a 'healthy adult,' or a 'healthy adult' but not a 'healthy woman.' A companion study of social desirability documented that clinicians rated the 'healthy female' qualities to be less socially desirable than those of the 'healthy male' or the 'healthy adult.' 41/

"Other studies of the attitudes of counselors suggest that counselors, like others in our society, hold differential expectations for females and males. These studies have shown that:

- When female and male high school counselors were asked to listen to audio taped self-descriptions of high school girls with either traditionally feminine or traditionally masculine goals, counselors of both sexes indicated that 'feminine' goals were more appropriate for female students and those girls with 'masculine' goals as more in need of counseling services. 42/

- In another study, female and male counselors were asked to invent backgrounds and interests for college-bound and noncollege-bound women. Male counselors portrayed college-bound women as interested in traditionally 'female' occupations at the semi-skilled level, while female counselors portrayed them as interested in occupations requiring a college education. In addition, male counselors did not consider any traditionally 'male' careers for women. 43/

"Counselors, like all other groups in society, have been socialized in the dual role systems of our society, our education system, and the paid labor force. It will require consistent effort in the examination of our personal attitudes and behaviors if we're to identify and modify the limitations of our traditional socialization into the dual role systems.

"Thus far, we have reviewed the ways that the dual systems of sex roles are manifest in childrearing practices, education, employment, and counseling. Given the pervasiveness of these dual systems, what is our responsibility as counselors and pupil personnel workers? As counselors it is our responsibility to 'help an individual to understand herself/himself and her/his world.' Given the changing nature of our society and the accompanying changes in the roles of females and males, counselors must take responsibility for understanding these changes and in working with students in understanding themselves, their options, and the implications of their decisions.

"As counselors employed in educational settings, our responsibilities are more specific. They include:

- assisting the school district as it makes the effort to achieve compliance with Title IX regulation and sex equity
- providing female and male students with counseling and guidance services which can prepare them for the reality of their lives as adults
- demonstrating leadership by providing consultation and information to other staff, the community, and professional groups

"It is quite true that many counselors and pupil personnel staff may not see their professional roles in terms of a change orientation which would be required to carry out these responsibilities. The philosophical difference which may be at stake in determining our response to the need for the elimination of the dual systems has been expressed by Prediger and Cole as alternative ways for viewing our role and responsibilities for change. 44/ These alternative roles may be expressed as:

- socialization dominance hypothesis. Until the socially accepted activity and choice options of females and males become broadened during the developmental years, the occupations in which females and males will be satisfied will be restricted to those consistent with their early sex-role socialization.
- opportunity dominance hypothesis. When socially accepted activity and choice options broaden and nontraditional career opportunities increase, people will find satisfaction in a wide range of occupations in spite of the limitations imposed by the earlier socialization.

"For this reason we're going to take a few minutes to outline one method of thinking about the range of sexist and nonsexist behaviors and the ways we might increase our skills in recognizing such behaviors. Recognition of the behaviors gives us a baseline for knowing how we may respond to such behavior.

"The baseline for our understanding of nondiscrimination and equity begins with the specific prohibitions of the Title IX regulation. You will recall from the material discussed during the second Generic Session that the Title IX regulation speaks to three major concerns which are of direct relevance to counselors. Prohibitions in the Title IX regulation include:

- discrimination in counseling or the counseling process--providing services differently to females and males (e.g., emphasizing career counseling and testing forms for males and personal counseling for females) or counseling students differently on the basis of sex (suggesting that males take advanced science courses while all females should take child development)
- discrimination in counseling and testing instruments--using instruments which require differential treatment of results on the basis of sex, which are based on separate classifications of occupations for females and males, or which use gender-specified titles
- discrimination in counseling materials--using materials which state or imply, directly or through omission, that certain academic career or personal choices are more appropriate for one sex than the other

"The importance of the role of the counseling process is further recognized in the Title IX regulation's requirement that schools identify all courses in which the enrollment of students of one sex is sexually disproportionate (usually considered to be 80 percent or more one sex) and to implement procedures to ensure that this disporportion is not due to discrimination in counseling itself or related to the use of counseling instruments or materials.

"This formulation of the prohibitions of Title IX provides the baseline for our understandings of sexist and nonsexist behaviors." (Refer to chart on "Categories of Sexist and Nonsexist Behaviors.") "Sexist behaviors include those behaviors which are discriminatory on the basis of sex or those which are a violation of the requirements of the Title IX regulation. In addition, there are many behaviors which reflect stereotypic or biased thinking or assumptions, but are not violations of the Title IX regulation. Such sexist behaviors may be considered to be sex-biased.*

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*It is important to understand that the distinction between sex-biased and sex-discriminatory behavior is largely a matter of degree and interpretation. The prohibition of certain forms of sex differentiation in education policy, practices, or programs is very closely specified in the regulation to implement Title IX; these are the forms which are labeled discriminatory for the purposes of this workshop. The Title IX regulation also contains much more broad and general prohibitions of differential treatment of females and males; the exact meaning of those broad prohibitions will be specified through future administrative and judicial decisions. For this reason it is possible that many policies, programs, or practices which are not explicitly prohibited by the Title IX regulation may, in fact, be found to be discriminatory in the future.

"Nonsexist behaviors may also fall into two categories. Behaviors which treat students of both sexes in equal or similar ways may be considered to be sex fair. In this instance, there is an attempt to provide equality of treatment for members of both sexes. It may be recognized that although equal or the same treatment may be corrective in that stereotypes of the past are not being perpetuated, but they may not deal with the need to remediate the effects of past discrimination. In this instance sex-affirmative behaviors which go beyond sex fairness by responding to the need for remediating the effects of past discrimination may be appropriate.

"The socialization hypothesis does not question the status quo. It accepts occupational preferences and employment distributions of women and men as given. Counselors operating under this hypothesis would not see their responsibility as assisting students to deal with the changes except as they may be consistent with the particular student's socialization.

"The opportunity dominance hypothesis reflects the changing nature of contemporary society. It presumes that as new opportunities emerge, preferences will also change and current employment patterns will be modified. Counselors operating under this philosophy would see their role as that of facilitating change within individuals and within institutions. As we begin to move toward assessing sex equity in our behaviors and in the programs provided by the schools we serve, it may be useful to consider which orientation or philosophy we and/or others may be using as a guide for their response to Title IX implementation."

B. Questions and answers (5 minutes)

The facilitator should stop at this point to ascertain if there are any questions that should be answered or points to be clarified.

C. Individual activity--"Recognizing Sexist and Nonsexist Behaviors" (15 minutes)

The purpose of this activity is to provide an opportunity for participants to assess and extend their skills in the identification of sexist and nonsexist behaviors. The activity should be introduced with comments such as:

"One of the goals of the workshops project is to increase our capability to provide students with sex-fair and sex-affirmative responses and behaviors. The first step in being able to provide students with these responses and behaviors is to be able to recognize the behaviors. If you will take out Counselor Worksheet 3 entitled 'Recognizing Sexist and Nonsexist Behaviors,' you will have an opportunity to check out your recognition skills. We're going to ask you to complete them individually first, then move into small groups to discuss your answers."

D. Small group discussions (15 minutes)

After participants have had about five minutes to complete Counselor Worksheet 3, the facilitator should ask the participants to form groups of four. The groups should be asked to compare their responses and to consider in what ways, if any, would this formulation of sexist and nonsexist behaviors be useful in their counseling practice and in their counseling programs. The facilitator should allow at least fifteen minutes for this discussion.

E. Total group processing (10 minutes)

When the small groups have had an opportunity to discuss their responses to the worksheet and think about ways that this formulation of sexist and nonsexist behaviors may be useful, the facilitator should reconvene the group and process the discussions.

Some questions which may guide the facilitator in processing the activity include:

- To what extent did your categories of the various responses agree with other members of the group?
- What difficulties did you encounter in recognizing sexist and nonsexist behaviors?
- In what ways, if any, could you use this formulation in your counseling practice and the design of counseling programs?

After there has been an opportunity to discuss some of the questions, the facilitator should call attention to Participant Worksheet 3A which provides a listing of the categories of the various responses. The facilitator may wish to take a few minutes to ask members of the group to check and see the degree to which their responses agree with this sheet. Participants may wish to ask questions after they have compared their responses with the categories of responses provided in Participant Worksheet 3A.

V. COUNSELING FOR EQUITY: TOWARD AFFIRMATIVE COUNSELING AND GUIDANCE PROGRAMS

TIME REQUIRED: 25 MINUTES

(A) Introductory comments	(5 minutes)
(B) Individual activity--"Assessing Sex Equity in Counseling and Counseling Programs"	(5 minutes)
(C) Small group discussions	(10 minutes)
(D) Total group processing	(5 minutes)

Purposes of the activity:

The purpose of this activity is:

- to provide participants with a framework for beginning to examine components of equity in their own counseling and counseling programs

Materials needed:

For participant use:

- "Assessing Sex Equity in Counseling and Counseling Programs"--Counselor Worksheet 4

For facilitator use: None

Facilitator preparation required:

The facilitator should:

- thoroughly review this total session outline and all participant materials

- review suggested introductory comments and adapt them to accommodate unique group needs and facilitator style

Procedure:

A. Introductory comments (5 minutes)

The facilitator may wish to lead into the activity with comments such as the following:

"Each of us has some idea as to what the ideal of sex equity might mean but it is often difficult to try to describe the various behaviors and programs which would assist us as we strive to provide affirmative counseling experiences for all students. At this point we're going to take a few minutes to examine some of the components that can assist the attainment of sex equity in counseling and counseling programs. If you'll take out Counselor Worksheet 4 entitled 'Assessing Sex Equity in Counseling and Counseling Programs,' we can proceed.

"Please read each of the items carefully and indicate where you think your counseling and/or the counseling programs of your schools would rate on the scale provided. When you have finished the items, you'll find three questions at the end of the scales. Please think back over the answers that you have given and indicate the supports and the barriers for greater opportunity dominance philosophy in counseling and the counseling programs provided in your schools. You'll have about 5 minutes to complete the worksheets and then you will be meeting with others to share your responses."

B. Individual activity--"Assessing Sex Equity in Counseling" (5 minutes)

The facilitator should allow about five minutes for the participants to complete the worksheet. The facilitator should move around the room answering any questions and clarifying any possible areas of confusion.

C. Small group discussions (10 minutes)

The facilitator should ask participants to meet again in the groups of four that were formed during the previous activity. The facilitator should then ask the participants to focus on the last three questions. This discussion should take about ten minutes.

D. Total group processing (5 minutes)

When the participants have had about ten minutes to compare their responses, the facilitator should convene the total group to process their responses. Although participants should be encouraged to share any reactions, particular emphasis should be given to the last two questions. The facilitator may wish to encourage discussion of some of these concerns by asking questions such as:

- What is the general profile of your programs on these scales--were most of the checks on the left hand side?
- What activities or programs are you including in your counseling or counseling programs which can assist the development of greater sex equity?
- What factors, actions, or behaviors are most likely to support the things that you can do to assist the attainment of sex equity?
- What actions would you most like to work on for achieving sex equity in your counseling or counseling programs?

VI. SUMMARY COMMENTS TIME REQUIRED: 5 MINUTES

Purpose of the activity

The purposes of this activity are:

- to provide participants with a general summary of Application Session A and transition to Application Session B

Materials needed: None

Facilitator preparation required:

The facilitator(s) should:

- thoroughly review this total session outline and all participant materials

- review suggested comments and adapt them to accommodate unique group needs and facilitator style

Procedure:

The facilitator should take about five minutes to summarize the activities of Session A for Counselors and to outline the plans for Session B. This might be done in the following fashion:

"During this session we have examined the dual system as it is manifest in childrearing, education, employment and counseling; identified a formulation for recognizing sexist and nonsexist behaviors; assessed our skills in recognizing sexist and nonsext behaviors; and assessed sex equity in counseling and counseling programs. Each of these activities has been covered in light of our goal to provide affirmative counseling programs for all students.

"During Session B we will move ahead to examine discrimination and bias in counseling materials and the ways that we can eliminate such bias and provide affirmative materials for students."

The facilitator should make any necessary announcements and adjourn the session.

Footnotes

1/ U. S. Department of Health, Education, and Welfare, National Center for Educational Statistics, Barriers to Women's Participation in Postsecondary Education, by Esther M. Westervelt (Washington, D. C.: National Center for Educational Statistics, 1975), p. 1.

2/ Curtis O. Baker and Agnes Q. Wells, Earned Degrees Conferred 1974-1975, Summary Data (Washington, D. C.: National Center for Educational Statistics, U. S. Department of Health, Education, and Welfare, 1977), p. 3.

3/ D. L. Pullen, "The Educational Establishment: Wasted Women," Voices of New Feminism, M. L. Thompson, ed. (Boston: Beacon Press, 1970).

4/ Curtis O. Baker and Agnes Q. Wells, Earned Degrees Conferred 1974-1975, Summary Data (Washington, D. C.: National Center for Educational Statistics, U. S. Department of Health, Education, and Welfare, 1977), p. 14.

5/ Lucy Sells, "Preparatory Education for Women and Minorities," in Developing Opportunities for Minorities in Graduate Education, Proceedings of the Conference on Minorities in Graduate Education at University of California, May 11-12, 1973 (Berkeley: University of California, 1973).

6/ John Ernest, Mathematics and Sex (Santa Barbara: Mathematics Department, University of California, April 1976), p. 3.

7/ Bureau of Occupational and Adult Education, "Enrollments in Vocational Education Programs, FY 1976" (Washington, D. C.: Bureau of Occupational and Adult Education, Winter 1978).

8/ National Assessment of Educational Progress, "Males Dominate in Education Success," NAEP Newsletter, October 1975 (NAEP is a project of the Education Commission of the States, Denver, Colorado).

9/ U. S. Department of Labor, Women's Bureau, 1975 Handbook on Women Workers (Washington, D. C.: Women's Bureau, U. S. Department of Labor, 1975), p. 11.

10/ Corinne Rieder, "Work, Women, and Vocational Education," American Education, June 1977, p. 27.

11/ Women's Bureau, U. S. Department of Labor, telephone communications, July 1977.

12/ Eli Ginsberg, "Women Entering Job Market at an Extraordinary Pace," New York Times, 12 September 1976, Sec. 1, p. 1.

13/ Karen Hapgood and Judith Getzels, "Historical Perspectives: Trends in the Lives of Women," Planning Advisory Service Report No. 301 (Chicago: American Society of Planning Officials, April 1974), pp. 3-4.

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IDENTIFYING AND OVERCOMING BIAS IN COUNSELING MATERIALS

Outline For Application Session B For Counselors

Prepared for the
Title IX Equity Workshops Project
of the Council of Chief State School Officers

by the
Resource Center on Sex Roles in Education
National Foundation for the Improvement of Education

IDENTIFYING AND
OVERCOMING BIAS IN COUNSELING MATERIALS

APPLICATION SESSION B FOR COUNSELORS

Session Specifications

Session population: Counselors in local education agencies

Session objectives: The objectives of Application Session B for Counselors are:

- to provide participants with an overview of the specific ways in which sex bias is manifest in career education and counseling materials
- to identify the specific ways in which sex bias is manifest in career interest inventories and the ways that such forms of bias may be overcome
- to develop suggestions for alternative programs which may be used for overcoming sex discrimination and sex bias

Time required: Three hours

Materials needed:

For participant use:

- "Checklist for Sex-Fair Life/Career-Planning Materials"--Counselor Worksheet 5
- "Brochure A"--Counselor Worksheet 5A
- "Checklist for Sex-Fair Life/Career-Planning Materials"--Counselor Worksheet 6
- "Brochure B"--Counselor Worksheet 6A
- "Summary of Forms of Sex Bias in Career Materials"--Counselor Worksheet 7
- "Identifying and Correcting Sex Bias in Career Materials"--Counselor Worksheet 8 and accompanying answer sheet 8A
- "Correcting Bias in Career Materials: Sex Fair vs. Sex Affirmative" --Counselor Worksheet 9 and accompanying answer sheet 9A
- "Summary of Recommendations for the Use of Career Interest Inventories"--Counselor Worksheet 10
- "Applying Recommendations for the Use of Career Interest Inventories"--Counselor Worksheet 11 and accompanying answer sheet 11A

- "Developing a Program Proposal for Attaining Sex Equity"--Counselor Worksheet 12

- "Workshop Evaluation Form"--Counselor Worksheet 13

For facilitator use:

- chart on session objectives

- chart of answers to "Checklist for Sex-Fair Life/Career-Planning Materials"

- chart of "The Two Types of Career Guidance Inventories"

- newsprint and marker or chalkboard and chalk

Facilitators required: Although the session may be conducted by a single person, it is preferable in most cases to share responsibility among several persons (female and male) who possess both subject matter expertise and group process skills and who represent racial-ethnic diversity.

Facilitator preparation required:

The facilitator should:

- thoroughly review this total session outline and all participant materials

- review suggested lecturettes and comments and adapt them to accommodate unique group needs and facilitator style

- Suggested comments (see section I of this outline)	(10 minutes)
- Lecturette--"Overview of the Forms of Sex Bias in Career Materials" (see section II of this outline)	(10 minutes)
- Lecturette--"Sex Bias in Career Interest Inventories" (see section IV of this outline)	(20 minutes)
- Introductory comments (see section V of this outline)	(3 minutes)
- Summary comments (see section VI of this outline)	(5 minutes)

Group size: Flexible

Facilities required: Meeting rooms to accommodate expected number of participants; moveable tables and chairs will facilitate small group work

Equipment and supplies needed: Overhead projector and transparencies, chalkboard and chalk, or newsprint and markers; pencils and pads for each participant

COUNSELING FOR SEX EQUITY: OVERCOMING BIAS IN COUNSELING MATERIALS

APPLICATION SESSION B

Session Agenda

I.	INTRODUCTORY COMMENTS	TIME REQUIRED: 10 MINUTES
II.	IDENTIFYING AND OVERCOMING SEX BIAS IN CAREER EDUCATION AND COUNSELING MATERIALS	TIME REQUIRED: 90 MINUTES
	A. Individual and small group activity--"Assessing Skills in Recognizing Bias in Career Materials"	(15 minutes)
	B. Total group processing	(10 minutes)
	C. Lecturette--"Overview of the Forms of Sex Bias in Career Materials"	(10 minutes)
	D. Individual and small group activity--"Identifying and Correcting Sex Bias in Career Materials"	(20 minutes)
	E. Total group processing	(10 minutes)
	F. Individual activity--"Correcting Bias in Career Materials: Sex Fair vs. Sex Affirmative"	(15 minutes)
	G. Total group processing	(10 minutes)
III.	BREAK	TIME REQUIRED: 10 MINUTES
IV.	OVERCOMING BIAS IN CAREER INTEREST INVENTORIES	TIME REQUIRED: 40 MINUTES
	A. Lecturette--"Sex Bias in Career Interest Inventories"	(20 minutes)
	B. Small group activity--"Applying Recommendations for the Use of Career Interest Inventories"	(10 minutes)
	C. Total group processing	(10 minutes)
V.	DESIGNING PROGRAMS FOR ATTAINING SEX EQUITY	TIME REQUIRED: 20 MINUTES
	A. Introductory comments	(3 minutes)
	B. Small group activity--"Designing Programs for Attaining Sex Equity"	(15 minutes)
	C. Total group processing	(2 minutes)
VI.	SUMMARY AND CLOSING	TIME REQUIRED: 10 MINUTES
	A. Summary comments	(2 minutes)
	B. Evaluation	(5 minutes)
	C. Closing comments	(3 minutes)
	TOTAL	TIME REQUIRED: 180 MINUTES

I. INTRODUCTORY COMMENTS TIME REQUIRED: 10 MINUTES

Purposes of the activity:

The purposes of this activity are:

- to introduce any facilitator(s) assisting with the session who has not been introduced to the group
- to provide participants with a review of the session objectives and the activities for the session

Materials needed:

For participant use: None

For facilitator use:

- a chart (on newsprint, transparency, or chalkboard) listing session objectives as they appear in Section I of this Session Outline

Facilitator preparation required:

The facilitator should:

- thoroughly review this total Session Outline and participant materials
- review session objectives and related objectives to the activities outlined for the session
- prepare chart of session objectives

Procedure:

The session facilitator should begin by introducing any persons who may be assisting during Session B who have not been before the group before. In addition, any housekeeping information such as scheduling of refreshments, etc., should be provided at this time. The facilitator should display the chart of session objectives and have it ready for use during the introductory comments.

Suggested introductory comments: (10 minutes)

"*The activities of Application Session A for Counselors focused primarily on the establishment of a framework for considering the issues of sex equity as they apply to counselors, the development of a common understanding of sexist and nonsexist behaviors, and the assessment of sex equity in counseling and counseling programs.*

"*At this point we will be giving attention to three other areas which are of concern to counselors and pupil personnel staff--bias in counseling materials, bias in counseling and testing instruments, and the development of programs which may be used for overcoming sex stereotyping and attaining sex equity. As we move through the session we will be working to:*

- *identify the specific ways in which sex bias is manifest in counseling materials*

"Although the Title IX regulation excluded coverage of bias in textbooks and instructional materials on the grounds of a possible conflict with the provisions of the First Amendment, the regulation specifically prohibits the use of counseling materials for students on the basis of sex or the use of materials which require or permit differential treatment of students unless such materials cover the same occupational and interest areas and their use is shown to be essential to eliminate sex bias. In addition, agencies covered by the Title IX regulation are required to develop and use internal procedures for ensuring that counseling and testing materials do not so discriminate. We will be reviewing some of the forms of sex bias in counseling materials and the steps we can take for the elimination of such bias.

- *identify the specific ways in which sex bias is manifest in career interest inventories and the steps which must be taken for eliminating such bias*

"Use of counseling or testing instruments which require differential treatment of males and females are prohibited by the Title IX regulation. We will be examining some of the forms of bias and reviewing guidelines for the use of such instruments.

- *develop suggestions for alternative programs which may be used for overcoming sex discrimination and sex bias*

"Passive compliance with the requirements of the Title IX regulation assists us in ensuring nondiscrimination in our education policies, programs, and practices; but it may not result in the development of sex equity.

"In some situations the attainment of sex equity will require specific programs and interventions designed to increase the capability of students and/or staff to identify sex bias and discrimination and to incorporate sex-fair principles into their behaviors. We will be identifying some of the approaches which may be used for programs and interventions of this sort."

After completing the general introductory comments, the facilitator should refer to the chart of objectives for Session B and review them with participants. This might be accomplished through comments such as the following:

"Before we move into the first activity, let's take a moment to review the specific objectives for the session. I've indicated that we'll be dealing with counseling materials, counseling instruments, and the programs which may be used for attaining sex equity.

"The specific objectives for the session are:

- *examining the types of bias in career materials and steps which may be used for overcoming such bias*
- *examining the types of bias in counseling and testing instruments and the procedures which should be followed to ensure nondiscrimination*
- *identifying alternative programs which may be developed for overcoming bias and attaining sex equity*
- *identifying specific action steps that we can take for attaining sex equity in our counseling practice and counseling programs"*

Opportunities for questions and answers should be provided before moving on to the next activity.

II. IDENTIFYING AND OVERCOMING SEX BIAS IN CAREER EDUCATION AND COUNSELING MATERIALS

TIME REQUIRED: 90 MINUTES

(A)	Individual and small group activity--"Assessing Skills in Recognizing Bias in Career Materials"	(15 minutes)
(B)	Total group processing	(10 minutes)
(C)	Lecturette--"Overview of the Forms of Sex Bias in Career Materials"	(10 minutes)
(D)	Individual and small group activity--"Identifying and Correcting Sex Bias in Career Materials"	(20 minutes)
(E)	Total group processing	(10 minutes)
(F)	Individual activity--"Correcting Bias in Career Materials: Sex Fair vs. Sex Affirmative"	(15 minutes)
(G)	Total group processing	(10 minutes)

Purpose of the activity:

The purposes of this activity are:

- to enable participants to assess their skills in recognizing sex bias in career education and counseling materials
- to extend participant skills in identifying and correcting sex bias in career materials
- to provide participants with methods for evaluating sex bias in materials

Materials needed:

For participant use:

- "Checklist for Evaluating Sex-Fair Life/Career-Planning Materials"--Counselor Worksheets 5 and 6
- "Your Career as a Medical Secretary"--Counselor Worksheet 5A
- "Doctor-General Practitioner"--Counselor Worksheet 6A
- "Summary of Forms of Sex Bias in Career Materials"--Counselor Worksheet 7
- "Identifying and Correcting Sex Bias in Career Materials"--Counselor Worksheet 8 and accompanying answer sheet 8A
- "Correcting Bias in Career Materials: Sex Fair vs. Sex Affirmative"--Counselor Worksheet 9 and accompanying answer sheet 9A

For facilitator use:

- Chart of answers to "Checklist for Evaluating Sex-Fair Life/Career-Planning Materials" (see activity B of this session outline)

Facilitator preparation required:

The facilitator should:

- thoroughly review this total session outline and all participant materials

- review suggested introductory comments and lecturettes and adapt them to accommodate unique group needs and facilitator style

Procedure:

A. Individual and small group activity--"Assessing Skills in Recognizing Bias in Career Materials" (15 minutes)

The purpose of this activity is to provide participants with an experience in assessing their skills in the recognition of sex bias in career education and counseling materials. The opening comments establish a frame of reference for the activity, and the individual and small group activity provides an opportunity for participants to use a checklist to determine bias in two counseling pamphlets.

Suggested comments:

"One of the subtle but salient ways that differential sex socialization is perpetuated is found in the images and language provided in textbooks, newspapers, television, magazines, etc. It is not surprising, therefore, that evidence of such bias would also be apparent in career materials and other counseling materials. In a national study of 84 randomly selected sets of career education materials designed for elementary and secondary levels, it was found that: [1]

- *career education materials presented stereotyped occupational categories*

- *males were represented in far more occupational categories than females*

- *when women were shown in nontraditional roles, they were frequently presented as "tokens" and treated superficially*

- *the language used in the materials was often sexist*

"Materials commonly used by students and counselors to seek out information about careers include the Occupational Outlook Handbook, the Encyclopedia of Careers, and various pamphlets and brochures.

Unfortunately, however, such materials frequently contain stereotypic ideas about 'men's jobs' and 'women's jobs.' Consider the large number of illustrations depicting women as elementary-level teachers. Even today it is rare that men are portrayed as early childhood or primary grade teachers. Based on the pictures of teachers in preschool and elementary classrooms, it would not seem to be an option for men to consider.

"On the other hand it is not surprising to realize that less than 4 percent of engineers are women. Since engineers are characteristically illustrated as men, the suggestion is made that engineering is not a viable option for some women to consider.

"As we move into examining materials for bias, it is essential that we remember that bias may be identified in nearly every type of printed material that comes to us or to our students. In addition to the Occupational Outlook Handbook and the Encyclopedia of Careers, resources such as brochures, pamphlets, college catalogs, curriculum guides, interest inventories, etc. may subtly channel our students in stereotypic directions.

"At this time you'll have an opportunity to assess your skills in recognizing bias in some actual counseling materials. After that we'll review the most common forms of sex bias found in career education and counseling materials, and you'll have the opportunity to identify and correct biased excerpts taken from materials.

"Will you please take out Counselor Worksheets 5, 5A, 6, and 6A? You will find two checklists for evaluating life/career-planning materials and two brochures, one for medical secretary and one for doctor. Now we'd like for you to do the following:

- Form a small group with three other persons.
- After you've had time to meet each other in the small group, take a few minutes to read the brochures.
- After you've read the brochures, complete the checklist individually by marking in the appropriate column. Any item that is not applicable should be checked in the third column marked 'N/A.'
- As a group, compare your evaluations and see if you can reach a concensus.

"Because our time is limited, and we want to make sure that both of the brochures are analyzed, I'm going to ask those of you working on this side of the room (indicate one side) to devote primary attention to analyzing the brochure on 'medical secretary.' Those of you on this side of the room (indicate the other side) should devote primary attention to analyzing the information on 'doctor.'

"If you have any questions, feel free to call on us."

The facilitator(s) should be available to provide any assistance or answer any questions.

B. Total group processing (10 minutes)

Before reconvening the total group, the facilitator should be prepared to display the chart which provides the answers to the checklist. The chart should read:

Pamphlet A--Medical Secretary
YES: 1, 2, 3, 4, 5, 7, 8, 9, 12, 13; NO: none; N/A: 6, 10, 11, 14

Pamphlet B--Doctor
YES: 1, 2, 3, 4, 5, 7, 8, 11, 13; NO: 12; N/A: 6, 9, 10, 14

The facilitator should reconvene the group and process the small group activity. This can be done by asking questions such as:

- What were your findings? Would you judge the materials to be sex biased?
- Was your group able to reach consensus on most of the items?
- Which items seemed most difficult to answer?

The facilitator may then wish to display the chart which provides the judgment of persons experienced in content analysis of materials for sex bias. She/he should ask the group to compare both their individual and their group ratings to see how similar or how different they might be.

Then the facilitator should ask the following questions:

- If you had rated the pamphlets without using the checklist, what examples of sexism might you have overlooked?
- Were there any sexist characteristics of the pamphlets that were not covered by the checklist?

The last question which the facilitator should ask participants to consider for themselves is how they would rate their skills in analyzing materials for sex bias. Were they able to recognize most of the instances of bias, or were there several that they missed? She/he should remind the group that whatever one's skill level might be, there will be opportunities to build on and extend those skills in the upcoming activities.

C. Lecturette--"Overview of the Forms of Sex Bias in Career Materials" (10 minutes)

The purpose of this activity is to provide participants with an overview of the forms of bias commonly found in career materials and an opportunity to extend their skills in the identification of such bias in career materials. In addition, participants will extend their skills in correcting or revising instances of bias which they find.

Suggested introductory comments:

"As we begin to evaluate our knowledge and skills in analyzing career education and counseling materials for sex bias and eliminating or compensating for bias which we find, it may be useful to think of six different types of bias that are likely to be apparent in materials. Those include:

- Invisibility or Omission

"Perhaps one of the most fundamental forms of bias in instructional materials is the complete or relative exclusion of members of a particular sex from representation in the text and/or illustrations. A cursory look through virtually any collection of career materials shows the invisibility of women and minorities in the world of work. Simply on that basis it would be easy to assume that the world of work is the world of the white male.

- Stereotyping

"Many of us make the assumption that the male half of the species has one set of abilities, interests, values and roles; and the female half, a different set of these characteristics. These stereotyped expectations ignore individual differences and the changing roles of women and men in our society.

- Fragmentation/Isolation

"By organizing jobs into the categories of 'women's jobs' or 'men's jobs,' we perpetuate discrimination and bias. This phenomenon may also be observed in affirmative efforts to deal with women and minorities in that they are regularly singled out as the 'token' person.

- Linguistic Bias

"During recent years we have become more aware of the ways in which the structure of our language influences our images and perceptions of the world. Our use of the generic term 'he' and sex-biased words such as mankind, salesman, policeman, fireman, etc. are examples of such bias. More than 30 publishers and numerous professional associations have published guidelines for the elimination of bias in materials. Although we find some improvement, it is still not difficult to find sexist language in general usage.

- Imbalance and Selectivity

"Imbalance and selectivity in counseling materials is frequently very subtle and may go unnoticed. This form of bias is evident in content of test or interest items which reflect experiences more commonly experienced by members of one sex without a balance of items which would be beneficial for members of the other sex. In another sense we can see imbalance in the fact that much of the curriculum of the elementary school is focused on providing reading programs which are utilized primarily by males; whereas there is no equivalent compensatory program for females in the area of mathematics.

- ***Unreality***

"Unreality in counseling materials is evident in the omission of the portrayal of women in career roles. Today 54 percent of women between 18 and 64 work outside the home, and in 47 percent of the nation's marriages both partners are employed outside the home. Much of the unreality of counseling materials is based on the perpetuation of stereotypes which simply do not reflect the changes in today's society."

At this point the facilitator should pause for questions from the group before moving on to the next activity.

D. Individual and small group activity--
"Identifying and Correcting Sex Bias
in Career Materials" (15 minutes)

"At this time we're going to see how some of these forms of bias are manifested in excerpts from counseling materials used in elementary and secondary schools. Would you please take out Counselor Worksheet 7, which is a summary of the forms of bias we just reviewed, and Counselor Worksheet 8 which contains the excerpts. Your task is to read each excerpt, decide whether or not any sex bias is present, and, if so, indicate what form or forms you've identified. In addition, you're to revise or correct the biased portions which you found. Do this task individually and then discuss your responses in the same small group which you were in for the previous activity."

While participants complete the worksheet, the facilitator(s) should be available to provide any assistance or answer any questions.

E. Total group processing (10 minutes)

After participants have had the opportunity to complete the worksheet and discuss some of the items in their small groups, the facilitator should reconvene the total group and pose the following questions:

- Was there generally only one form of sex bias in an excerpt, or was there more than one? Were these separate or overlapping?
- Did you find any items which did not contain sex bias? If so, which ones?
- Did you find any examples of bias which did not fall under one of the six categories?
- Which was more difficult--recognizing the bias, identifying what form it was, or correcting it? What does that illustrate about skills required to overcome bias and stereotpying in materials?

At this point the facilitator should refer participants to Counselor Worksheet 8A which contains suggested responses to the items. Indicate that the suggested revisions are only one example and in no case meant to be exhaustive of all possible revisions or corrections that could be made.

F. Individual activity--"Correcting Bias in Career Materials: Sex Fair vs. Sex Affirmative" (15 minutes)

The purpose of this activity is to move participants one step further in extending their skills in correcting sex bias in career materials by asking them to correct biased excerpts by writing revisions, some of which are sex fair, others which are sex affirmative.

Suggested introductory comments:

"During the first activity in this section you had the opportunity to do a quick assessment of your skills in recognizing sex bias in career materials. Then after an overview of the forms of bias commonly found in career materials, you completed an activity which involved identifying forms of bias and correcting or revising whatever bias you found. Now we would like to take you one step further by asking you to correct some biased excerpts from career education and counseling materials with responses which are first sex fair and then sex affirmative.

"Please take out Counselor Worksheet 9 and read the directions. You will note that the directions move you back to the formulation of nonsexist behaviors which we discussed during Application Session A. Just as you can make a distinction in most instances between various types of behavior as sex fair or sex affirmative, so can you make a comparable distinction when considering counseling materials.

"A sex-fair statement is a statement that treats females and males in the same manner, does not make any distinction on the basis of sex, or has a neutral effect. A sex-affirmative statement attempts to overcome the effects of past discrimination by highlighting changes, specifying the inclusion of males and/or females, and encouraging a change of traditional ideas of considerations.

"Let's work through one example before you work on the items. For example, let's suppose that the material made the following statement:

'Many manufacturers sell directly by sending salesmen directly to the customer's home. This is a convenience for the housewife and results in a savings of time.'

"How might we rewrite that statement to make it a sex-fair statement?"

The facilitator should process the answers obtained indicating the types of responses that would be sex fair. An example of a sex-fair revision would be:

"Many manufacturers sell directly by sending salespersons directly to the customer's home. This is a convenience for the customers and results in a savings of time."

The facilitator may wish to move on with the question, *"All right, now what would a sex-affirmative revision look like?"*

The facilitator should process the answers obtained indicating the types of responses that would be sex affirmative. An example of a sex-affirmative revision would be:

"There are many opportunities for females and males to work as salespersons. Many manufacturers sell directly by sending salespersons directly to the customer's home. This is a convenience for male and female customers alike."

At this point the facilitator should ask the members of the group to spend about 10 minutes working on the items provided on the worksheet.

G. Total group processing (10 minutes)

When participants have completed the worksheets, the facilitator should reconvene the group and process the activity. This should be accomplished by asking participants to share some of the sex-fair and sex-affirmative revisions that they developed. This should not be "dragged out," but participants should have an opportunity to share their ideas, ask questions, and learn how others in the group deal with the items.

The facilitator may want to pose the question of how to decide under what circumstances in career education and counseling materials should a revision be sex fair, sex affirmative, or a combination of both. The following points can serve as discussion guides:

- Sex fairness may be sufficient if the amount of stereotyping and discrimination which has existed in the area in the past has been moderate or minimal. If, however, stereotyping and discrimination have been widespread, a sex-affirmative response which more clearly indicates the participation of members of the sex underrepresented in the past may be necessary.

- If materials are designed simply to inform, sex fairness may be adequate. However, if materials are designed to have persons take some kind of action after reading or viewing them (such as enrolling in a course), then they should probably be sex affirmative.

- Sex-affirmative materials will be needed until such time that there is evidence that the past effects of discrimination and stereotyping have been minimized or overcome. After that, sex fairness would be the norm, and affirmative materials would no longer be necessary.

In drawing this discussion to a close, the facilitator should make the following points:

- During the past few minutes we've seen the effort and concentration that is often required for ensuring that our revisions are sex fair and sex affirmative. The same type of concentration and effort is often necessary when we are talking to students. This is a skill which each of us needs to continue to extend.

- Thus far we considered the bias found in career education and counseling materials. In many instances it is not practical to replace materials, but they may be used in affirmative ways. Counselors can make a point of calling attention to obvious forms of bias; they may work with instructional staff to ensure that students increase their skills in recognizing sex-biased materials in career and counseling materials; or they may develop special programs which are designed to overcome the effects of sex bias in materials and the other vehicles of sex-role socialization in schools.

The facilitator should respond to any additional questions or comments which participants may wish to raise and then announce a 10-minute break.

III. BREAK TIME REQUIRED: 10 MINUTES

IV. OVERCOMING BIAS IN CAREER INTEREST INVENTORIES

TIME REQUIRED: 40 MINUTES

(A)	Lecturette--"Sex Bias in Career Interest Inventories"	(20 minutes)
(B)	Small group activity--"Applying Recommendations for the Use of Career Interest Inventories"	(10 minutes)
(C)	Total group processing	(10 minutes)

Purpose of the activity:

The purposes of this activity are:

- to provide participants with recommendations for sex-fair and sex-affirmative use of career interest inventories
- to provide participants with an opportunity to assess their skills in sex-fair and sex-affirmative counseling

Materials needed:

For participant use:

- "Summary of Recommendations for the Use of Career Interest Inventories"--Counselor Worksheet 10 (attached to this session outline)
- "Applying Recommendations for the Use of Career Interest Inventories"--Counselor Worksheet 11 and accompanying answer sheet 11A (attached to this session outline)

For facilitator use:

- chart of "The Two Types of Career Guidance Inventories"
- chart of "Recommendations for the Use of Career Interest Inventories"

Facilitator preparation required:

The facilitator should:

- thoroughly review this total session outline and participant materials

Procedure:

A. Lecturette--"Sex Bias in Career Interest Inventories" (20 minutes)

The purpose of this activity is to provide participants with an overview of general recommendations for sex-fair and sex-affirmative use of career interest inventories. The lecturette is organized around recommendations designed to help counselors minimize the effects of sex bias when it is found. The recommendations were developed by the

National Institute of Education Career Education Programs' study of sex bias and sex fairness in career interest inventories. The lecturette is adapted from Sex Fairness in Career Guidance prepared by Linda Stebbins, Nancy Ames, and Ilana Rhodes of Abt Associates. The recommendations around which the lecturette is organized are provided in Counselor Worksheet 10. At various times during the lecturette participants will be referred to the worksheet.

Suggested lecturette:

"The selection of a career is one of the most important decisions that people make in the course of their lives. In making occupational choices, people must consider their interests, their values, their abilities, their educational plans, and the relationship of these factors to general conditions in society such as the state of the job market.

"Too frequently we choose occupations on the basis of limited or irrelevant information. Few students have any idea of the more than 35,000 different job titles that are listed by the U. S. Department of Labor. All too frequently we make career decisions on the basis of knowledge of others, the influence of peers, family pressures, or unrealistic, glamorized stereotypes of jobs. One of our responsibilities as counselors is to assist students to become aware of the options that are available and make decisions which meet their interests, values, and needs.

"One of the tools that may be used for this purpose is the career interest inventory. Career interest inventories help us to assess educational and vocational interests. Inventories provide a structure format for exploring career interests. Inventories may:

- *provide reassurance that the decision is sound*
- *stimulate exploration of other occupations with the broad area in which her or his interest lies*
- *stimulate exploration of other areas of interest not yet considered*

"Career interest inventories vary in the types of information they provide about a student's pattern of interests. In general, inventories are constructed with scales which indicate either:

- *How the student's interests compare with the interests of samples of individuals employed in specific occupations.*
- *How the student's interests on certain underlying basic interest dimensions compare with those of an average group of people.*

"The first type of inventory is usually called an occupational inventory, a criterion reference inventory (i.e. the criterion is the interest pattern of a specific occupational group), or an inventory constructed using external criteria (i.e. the interests of the occupational group) or heterogeneous scales. The scales within the occupational inventories are named for the occupation represented in the criterion group--e.g. engineer, sales director, doctor, etc.

"The second type of inventory, historically, was developed to increase the understanding of the pattern of interests indicated by the items of the occupational scales. The second type of inventory is usually called a basic interest inventory or an inventory constructed using internal criteria or homogeneous scales. These scales are developed using a method of clustering items which is based either on subjective judgment on a theoretical model or on an empirical approach such as factor analysis. Such scales, therefore, contain items which are highly interrelated, similar in content, and reflective of some specific area of interest. For example, a clerical scale might include such items as:

- keep a record of pledges to the community chest
- sort mail for distribution
- maintain records of customers entering a store

"Each of the items can be recognized as common expressions of clerical interest.

"The major differences between the two types of career interest inventories are summarized in this chart. (Refer to chart on "The Two Types of Career Guidance Inventories").

Occupational Inventories	Basic Interest Inventories
Clients' interests are compared with interests of individuals employed in specific occupations	Clients' interests are compared with interests of an average group of people
Scales are based on external criteria (i.e. the interests of the occupational group)	Scales are based on internal criteria (i.e. the theoretical or empirical relationships among the items)
Items in scale are heterogeneous	Items in scale are homogeneous
Inventories are designed to have predictive validity	Inventories are designed to have construct validity

"Some of the most widely used inventories include:

- Occupational inventories

Kuder Occupational Interest Survey Form DD (Kuder, 1971)

Strong-Campbell Interest Inventory (Campbell, 1974)

Strong Vocational Interest Blank (Campbell, 1971)

- Basic interest inventories

ACT Interest Inventory (American College Testing Program, 1974)

Kuder General Interest Survey Form E (Kuder, 1971)

Ohio Vocational Interest Survey (D'Costa, Winefordner, Odgers and Koons, 1970)

Self Directed Search (Holland, 1971)

"Although career interest inventories are designed to help individuals obtain a systematic, long-range view of their future, they can restrict individual choices rather than expand them. This can occur because:

- the student is influenced by years of socialization experiences which lead to a self-imposed restriction of options (the students that want to select teaching as a career because it's a good women's profession and compatible with marriage and family)
- the inventory itself offers limited options
- the inventory is improperly administered or interpreted

"Only when the student is sufficiently open to consideration of available options, when the inventory provided does not limit options, and when the inventory is administered and interpreted properly, do we obtain unbiased results.

"There has been a great deal of progress in recent years in reducing bias in career guidance inventories. Problems do remain, however, in many of the commonly used materials which are available today. It is our task to recognize sex bias and to take those steps which can minimize the potential influence of sex bias on inventory results.

"If you will take out Counselor Worksheet 8 entitled 'Summary of Recommendations for the Use of Career Interest Inventories,' we'll review some of the ways that we can minimize the effect of sex bias in career interest inventories. The recommendations were developed by the National Institute of Education Career Education Program's study of sex bias and sex fairness in career interest inventories. They are designed to help counselors provide nonsexist counseling services. Let's examine each of the recommendations.

(1) Use inventories as part of a total career guidance program.

"Effort should be made to select inventories which are sex fair in language and content. Whether or not the inventory itself is sex biased, however, students may respond to it in a biased fashion. That is, students may be reluctant to express interest in occupations, which, in their minds, are not 'right' for women or 'right' for men.

"If this tendency is to be overcome, students must be aware of this problem. This may be accomplished in classroom activities, career education programs, individual sessions, or group orientation sessions. The basic purpose of these activities is to help students become aware of their own stereotyped attitudes and values, as well as the increasing occupational opportunities for both sexes.

(2) Use an inventory that has a combined form for females and males wherever possible; if you must use an instrument with separate forms for females and males, try to administer both.

"At the current time it should not be difficult to locate suitable inventories which have a combined form for both sexes. All major inventories are now available in a single form. If an earlier instrument with separate forms for females and males must be used, both forms of the inventory should be administered to students to reduce potential sex bias. If there is not time to administer both forms, administer the male forms because it often provides a wide choice of occupational options when scored.

(3) Report scores based on both male and female scales.

"When scales cover different vocational areas for females and males, it is useful to provide scores on both sets of scales as a means of expanding students' choices, of allowing students to know how they compare to persons in a primarily female or primarily male field, and by bringing about an end to the consideration of sex as a factor in career choice.

"When both female and male scales cover the same occupational area primary focus should be placed on scores based on same-sex scales. For example, when both male and female scales cover the same area such as law, medicine, engineering, etc., it is usually best for students to be compared on same-sex scales. This should not preclude using scores based on opposite-sex scales to increase the information available to the student. In those instances when only the opposite-sex scale covers a given occupational area--such as nursing or electrical repair work, scores based on these scales should be reported if sex bias is to be reduced.

"One caution that should be raised is that when scales on opposite-sex scales are reported, care must be taken to evaluate high or low scores which may reflect sex-role stereotypes rather than basic interest patterns. Some of the items on scales tend to be sex linked leading, therefore, to inflated or deflated scores which do not reflect basic interests. For example, males tend to score higher on female scales dominated by 'male' types of items such as 'Army Officer' than on the corresponding male scale. Similarly, females tend to score high on male scales which are dominated by 'female' types of items such as the male scale for 'musician.'

"Knowing the potential effect of such influences on student scores is only part of the task. The counselor must understand the student in order to determine the reason for the high or low score.

(4) When an inventory provides two sets of scores--one based on female norms and one based on male norms--report both sets of scores to the student with a clear identification of the norm group.

(5) Instruct students to fill in the appropriate sex code, or no sex code, on their answer sheets to maximize the information reported to them.

"The practices of testing companies which score interest inventories vary as to the norms which may be provided. The counselor should be familiar with the types of scores available for each inventory and the appropriate procedure to be followed to make certain that students receive all of them.

(6) When an inventory provides separate norms for special groups, scores should be provided based on those norms wherever appropriate, with the appropriate norm group clearly indicated.

"Some inventories provide only one set of scores; for example, scores based on the grade and sex of the respondent. Others provide a number of reference or norm groups against which a student's score can be compared. Scores may also be available by age, education, geographic location, ethnicity, or other characteristics of the respondent.

(7) Scores on occupational and basic interest inventories should be used to locate broad interest areas.

"Counselors should make an effort to identify the broad interest areas or the patterns of an individual's interests rather than focus exclusively on a single career. In some instances only one scale or no scale is available for specific careers. The use of existing scales to locate general patterns of interest provides a mechanism for opening new options for consideration.

(8) Look at all career and educational options within a broad interest area, not just at those associated with one sex group.

"The objective of the use of career interest inventories is to identify a range of options which are uninfluenced by students' sex-role stereotypes or by biases in the tests themselves. This should be the goal of the use of the career interest inventory rather than the selection of a single career. For example, a young woman may score high on the occupational scales of artist, art teacher, interior decorator, musician, and librarian. The counselor should point out that these are only a sample of those to be found in her broad area of interest. Examples of job families related to art, music, and literature include:

- creative arts, including art education, art history and appreciation, music history, composition and performance, English literature, and creative writing.
- applied arts (verbal), including journalism, broadcasting, foreign languages, comparative literature, linguistics, speech.
- applied arts (visual), including architecture, interior design, advertising, commercial art, photography, clothing and textiles, and popular entertainment.

"These expanded options are not restricted by gender and should be made available to the student.

(9) In interpreting the results of career guidance inventories, orient students to the possible influences of sex bias on their scores.

"Just as it is important to provide an orientation to students before they complete a career interest inventory, it is important to remind students of the effects of sex-role stereotyping before interpreting the results. Although this procedure will not eliminate the effects of sex stereotyping, it does serve the purpose of bringing them out into the open for discussion.

(10) In interpreting the results for persons with special backgrounds or interests, the counselor should be aware of the possible influence of age, ethnic group, and social class, in combination with sex bias on the repondent's score.

"The use of appropriate instruments and the reporting of scores which are relevant for persons with special backgrounds is important. When such instruments are not available, care must be taken in the reporting of the results. This may be especially true for students with cultural backgrounds which do not support some aspects of the changing roles of women and *men in our society.*

(11) In assisting clients to make vocational choices, use all available information, remembering that inventory results represent only one source of information about a student.

"Career interest inventories provide useful information for vocational counseling but they should never be used as the sole basis for counseling. Aptitudes, skills, achievements, drive, demonstrated interests, and many other factors must be considered. Information such as autobiographical information, results of standardized aptitude and achievement tests, course-work and grades, class standing, extracurricular activities, special honors, teacher comments, tentative education and occupational plans, etc. all provide data which can substantiate results of career interest inventories.

"The counselor should make an effort to review this information and obtain additional information during the counseling session(s) before giving the results of inventories.

(12) Inventory results should be used to encourage freedom of choice and expand the range of options available to the client, irrespective of gender.

"The most important outcome of interest inventory testing is to expand the options of students. If discrimination and bias are to be overcome, it is essential that such instruments are utilized in a sex-fair manner.

"As we can see from these twelve recommendations, counselors must assume responsibility for sex-fair administrating, reporting, and interpreting of interest inventories."

The facilitator should stop at this point to answer any questions or make any clarification.

B. Small group activity--"Applying Recommendations for the Use of Career Interest Inventories" (15 minutes)

The purpose of this activity is to provide concrete examples of the application of the recommendations for the use of career interest inventories which have just been reviewed. The facilitator may wish to introduce the activity with comments such as the following:

"During the past few minutes we've been reviewing twelve recommendations for the administering, reporting, and interpreting career interest inventories. Each of these recommendations provides a guideline for our own use of interest inventories and the organization of counseling programs.

"At this point let's examine how the guidelines could be applied in our counseling practice. Please take out Counselor Worksheet 11. This worksheet outlines the experiences of two students as they met with counselors.

"We would like you to meet with three other persons in a small group, review the experiences of the two students, and answer the questions provided on the worksheet. As you read and discuss these cases, try to recall the methods which are used in your schools for administering, reporting, and interpreting career interest inventories.

"You will have about fifteen minutes for coming up with your small group answers."

The facilitator should remain in the room to answer questions and clarify any points raised by participants.

C. Total group processing (10 minutes)

When the small groups have had about 15 minutes to discuss the cases, the facilitator should reconvene the groups and process the small group discussions. The facilitator might begin with questions such as:

- Which questions were most difficult to answer?
- Which questions were easiest to answer?
- What were your reactions to the styles of the various counselors?

When the groups have discussed these questions for a few minutes, the facilitator should ask them to take out Counselor Worksheet 11A which is provided at the back of their materials. This worksheet provided suggested answers and provided additional discussion of the ways that the recommendations apply to the case situations outlined.

Participants should be given a couple of minutes to review Counselor Worksheet 11A. After they have reviewed the suggested answers, the facilitator should deal with any questions or comments which members of the group may wish to raise.

V. DESIGNING PROGRAMS FOR ATTAINING SEX EQUITY

TIME REQUIRED: 20 MINUTES

(A) Introductory comments	(3 minutes)
(B) Small group activity--"Designing Programs for Attaining Sex Equity"	(15 minutes)
(C) Total group processing	(2 minutes)

Purpose of the activity:

The purposes of this activity are:

- to provide participants with a framework for considering programmatic needs for overcoming sex bias
- to provide participants with an opportunity to consider potential programs for overcoming sex bias

Materials needed:

For participant use:

- "Developing a Program Proposal for Attaining Sex Equity"--Counselor Worksheet 12

For facilitator use:

- newsprint and marker; chalkboard and chalk

Facilitator preparation required:

The facilitator should:

- thoroughly review this total session outline and participant materials

Procedure:

A. Introductory comments (3 minutes)

The purpose of this activity is to provide participants with a framework for considering the need for programs which can assist in attaining sex equity. Participants are asked to work in small groups to develop a prospectus for a program proposal.

The facilitator may wish to introduce this activity with comments such as the following:

"Many of the activities of counselors deal with one-to-one counseling of students. Other activities which counselors undertake require the identification and treatment of the needs of groups. When we develop activities which involve numbers of persons seeking a common goal, we are dealing with program development. A program by its very nature seeks systemic change as well as individual change and involvement.

"As we have discussed earlier when we were considering the use of career interest inventories, it is frequently necessary for some type of program intervention such as orientation programs on sex stereotyping before taking interest inventories if we are to achieve sex fairness. Counselors, as well as other staff, need to consider the types of programs which could be undertaken to achieve sex equity.

"During the past few years there has been an increasing number of sources for funding programs which could assist in the attainment of sex equity. In some instances funds for these programs have been made available from district funds. In other cases state agency funds such as programs related to vocational education may be available. Federal programs such as the Women's Educational Equity Act also provide funds for projects related to sex equity. Private business or family foundations, particularly those based within your geographical areas, are another source of funding for projects. In order to obtain these funds it is essential that staff take the initiative in developing proposals for funding.

"During the next few minutes we'd like you to work with three other persons brainstorming ideas for the types of programs which could be developed for attaining sex equity in your schools. If you'll take out Counselor Worksheet 12, you'll find an outline to guide the development of a prospectus for a program proposal. Please form groups of four persons. When you've formed your group, spend some time considering the types of programs which would be useful in your district for attaining sex equity. These could range from programs for students or programs for staff to programs for community involvement. Once you've identified the type of program which you want to develop, move through the questions on the worksheet.

"Although it is unlikely that you will be able to complete all of the questions on the worksheet, this will give you an opportunity to test some ideas and to obtain a general outline of the structure for developing a program proposal prospectus.

"If you'll now move into groups, you'll have about fifteen minutes to generate some ideas and get started on the plans."

The group facilitator should move around the room answering questions and making any necessary points of clarification.

B. Small group activity--"Designing Programs for Attaining Sex Equity" (15 minutes)

The small groups will have about 15 minutes to brainstorm ideas for program proposals and begin the process for outlining the elements of a program proposal. The facilitator should remain available to answer questions and to clarify any points which are raised.

C. Total group processing (2 minutes)

The facilitator should reconvene the total group after about 15 minutes to discuss the worksheet. The facilitator might process the activity by asking participants to share their ideas for programs.

The facilitator may want to ask another facilitator or volunteer from the audience to write these on newsprint.

When these have been placed on newsprint, the facilitator should close the activity with comments such as the following:

"This list of program ideas gives only a few of the types of programs which may be designed for attaining sex equity in schools. You may wish to use these ideas as the basis for developing programs in your district. The worksheet provides you a structure for beginning to formulate and prepare proposals. You may also wish to seek out persons in your district or community who have had experience in developing proposals for funding if you do make a decision to move ahead with the development of such a proposal."

The facilitator should answer any questions or respond to any relevant comments and move on to the next activity.

VI. SUMMARY AND CLOSING

TIME REQUIRED: 10 MINUTES

(A) Summary comments	(2 minutes)
(B) Evaluation	(5 minutes)
(C) Closing comments	(3 minutes)

Purpose of the activity:

The purposes of this activity are:

- to provide participants with a general summary of Application Sessions A and B
- to provide participants with an opportunity to evaluate the activities included in Application Sessions A and B
- to provide closure for the Application Sessions and preparation for the third Generic Session

Materials needed:

For participant use:

- "Workshop Evaluation Form"--Counselor Worksheet 13

For facilitator use: None

Facilitator preparation required:

The facilitator should:

- thoroughly review this total session outline and participant materials
- review suggested comments and adapt them to accommodate unique group needs and facilitator style

Procedure:

A. Summary comments (2 minutes)

"These application sessions have focused on the role of the counselor in the implementation of Title IX and the attainment of sex equity. During the first session we focused on the social/education context of Title IX as it relates to the activities of counselors; the evidence of dual systems in child rearing, education, employment, and counseling; and methods of assessing bias in counseling and counseling programs. During this session we've moved on to consider sex bias in counseling materials and the steps which need to be taken for overcoming such bias.

"As you move into this final session of the workshop, it is important that you remember these points:

- *Counselors play an important role in school districts not only in the counseling and guidance of students but also in working with other staff members in the district. Although the nature of this involvement with other staff varies, it provides crucial opportunities for interpreting the issues of sex equity to other staff, for providing consultation and training to other members of the staff, and for working with others in the development of programs which can attain sex equity in schools.*

- *Title IX is a part of a total program of increasing educational equity for all students. The activities suggested should be adopted and utilized for achieving equity on the basis of race, cultural background, social class, and physical capability. The ultimate goal of our efforts is to ensure that all students are provided with experiences which will prepare them for equal participation in our society and for maximizing the development of their potential.*

- *Those of you in this session are providing or can provide leadership for your district. You can play an important role in your contact with students, with staff, and with parents. We hope that you will accept the challenge of this leadership."*

B. Evaluation (5 minutes)

The purpose of the workshop evaluation is to provide training staff and administrative staff with information regarding participants' evaluation of the workshop and to identify needs for continued training and staff development. The facilitator may wish to introduce this activity with comments such as the following:

"We would like each of you to take out Counselor Worksheet 13, entitled 'Workshop Evaluation Form.' You will note that the questions provided on the evaluation form are designed to obtain two kinds of information:

- *Your feedback regarding this workshop--What activities of the workshop were most useful? What activities were least helpful? What do you believe you gained from the workshop? Your answers to these questions can help us to improve our inservice programs and to learn where we were 'on' and 'off' target.*

- *Your ideas regarding future needs and follow-up--We are also asking you to assist us in identifying follow-up activities and areas for future inservice training programs. Please indicate any ideas which you may have regarding activities which could assist you and other staff in achieving sex equity.*

"As you leave, please make sure that you turn in the evaluation form so that we may have all of your ideas."

The facilitator should allow participants a few minutes to complete the worksheets. He/she should answer any questions which may be raised at this time

C. Closing comments (3 minutes)

The closing comments should provide participants with a sense of closure for the application sessions and a transition to the final Generic Session. Comments such as the following would be appropriate:

"These sessions have focused on those activities which you as a counselor can take to overcome sex bias in counseling, counseling programs, and counseling materials. As you review the meaning of your participation in these sessions we hope that you will:

- *recommit your knowledge, skills, and abilities to the task of ensuring that equity for all students is achieved in schools*
- *continue to extend your capabilities for providing students with sex-fair counseling and counseling materials in your schools*
- *work with other staff and groups in the development of collaborative efforts to achieve equity*
- *work within your professional organizations and education groups to increase programmatic efforts which can support the attainment of sex equity*

"We hope that these Application Sessions have helped you to identify goals for your activities as a counselor, your activities as a resource for other staff within the district, and goals for your activities as a professional working for better counseling services for all students.

"The next session moves toward an examination of the ways that we can extend our personal and professional change goals to a consideration of organizational change. During that session we will be extending our knowledge of and skills in the change or growth process as it relates to changing organizations."

The facilitator should use this opportunity to express appreciation to those persons who provided the training and the persons who assisted in the planning of supportive services necessary for the workshop. Any final questions or concerns should be addressed at this time. As participants prepare to leave, it is often advisable to station facilitators at the exit to collect the evaluation sheets.

Footnotes

1/ Women on Words and Images. Help Wanted: Sexism in Career Education Materials (New York: Educational Products Information Exchange, 1975).

IDENTIFYING AND OVERCOMING BIAS IN COUNSELING AND COUNSELING PROGRAMS

Participants' Materials For Application Session A For Counselors

Prepared for the
Title IX Equity Workshops Project
of the Council of Chief State School Officers

by the
Resource Center on Sex Roles in Education
National Foundation for the Improvement of Education

COUNSELING FOR SEX EQUITY: AN INTRODUCTORY ASSESSMENT

Counselor Worksheet 1

1. What types or examples of differential treatment of female and male students or employees can you identify in counseling practices, counseling materials, counseling programs, or employment practices relating to counseling and pupil personnel staff?

2. What types of actions/projects/steps have you taken to implement Title IX and/or to reduce/eliminate sex discrimination or bias in your work-related activities?

3. What have you found (or do you expect to find) easiest in implementing Title IX and/or working to attain sex equity in your counseling and pupil personnel programs? (e.g., which forms of differential treatment are easiest to modify?)

   Why?

4. What have you found (or do you expect to find) most difficult in implementing Title IX and/or working to attain sex equity in your counseling and pupil personnel programs?

   Why?

5. What do you think will be the most important results or outcomes of efforts to implement Title IX and to attain sex equity in your counseling and pupil personnel programs?

WOMEN, MEN AND THE PAID WORK FORCE

Counselor Worksheet 2

Most of us are aware of the fact that the U.S. paid work force is changing in ways which reflect or stimulate changes in the lifestyles of women and men in our society. Although we may have a general realization of the change, we may not have taken the time to think through the precise dimensions of this change and the implications for counseling practice and counseling programs. The following questions are designed to assist you in thinking about the changes and the ways they impact counselors and counselor programs.

1. What do you believe are the most significant changes/trends in the U.S. paid force?

2. Based on the available information, what predictions would you make regarding women's and men's participation in the paid work force in the future?

3. What are the implications of these trends/predictions for our individual counseling practice?

   For the development of counseling programs?

RECOGNIZING SEXIST AND NONSEXIST BEHAVIORS

Counselor Worksheet 3

The following worksheet outlines a number of situations which are within the day-to-day experiences of school counselors and pupil personnel staff. Possible responses are provided under each of the situations listed. Please read each situation and then indicate how the responses would be described according to the following categories.

Sexist behaviors

d - Sex-discriminatory behavior--violates Title IX or other Federal nondiscrimination laws

b - Sex-biased behavior--reflects bias or stereotyping but probably is not a violation of Title IX or other Federal nondiscrimination laws

Nonsexist behaviors

f - Sex-fair behavior--treats both sexes in equal or similar ways

a - Sex-affirmative behavior--goes beyond sex-fair behavior by compensating for the effects of past discrimination

Indicate your description of each of the responses provided by placing the appropriate letter in the blanks provided.

1. Situation: Students are consulting counselors regarding the courses which they should be taking next semester.

Responses: ___A. "Susan, are you sure that you want to sign up for trigonometry? That is a most difficult course and it is really unlikely that you will ever need that course. You know very few girls ever enroll in that course."

___B. "Carlos, I understand that you've been working with Green Gardens nursery and want to enroll in the horticultural class. That's a good way of finding out whether you want to be a landscape architect./ Jeannie, that's a most attractive outfit that you are wearing today."

___C. "Jim, your records indicate that you're interested in office occupations and have done well in typing and business management. Have you considered taking shorthand so that you would have the skills for secretarial work?"

___D. "Joyce and Kevin, I understand that the two of you are interested in using the computer terminal services to find information on technical schools offering programs in environmental technology. It's great that you found out about the computer terminal and decided to use it."

2. Situation: A counselor is giving directions to the class for completing a series of tests.

Responses: ___A. "The next section of the test deals with mathematical concepts. Try to work as quickly as you can to complete the questions. Girls, don't be concerned if you are having difficulty with the items because most girls can't understand mathematics."

___B. "The next section of the test deals with abstract reasoning problems. Read each item carefully and try to select the best answer. If you're having difficulty with a question, move on to the next one."

3. Situation: Patterns of nonverbal behavior for counseling situations:

Responses: ___A. Maintaining direct eye contact with same sex students and indirect eye contact with opposite sex students.

___B. Standing/sitting as close to students of one sex as one does with students of the other sex.

___C. Smiling at students of one sex as you meet them in the hall.

4. Situation: A 16-year-old student who is pregnant comes to you for assistance in deciding whether or not she should remain in school.

Responses: ___A. "Trying to continue in school and taking care of a baby at the same time will be difficult for you and the baby."

___B. "You can continue in school. There's no reason for you to leave unless you want to."

___C. "Of course you have the right to remain in school here, but you'll probably find it embarrassing to do so. There's a special school for girls in your condition that we recommend. You should contact Ms. Dwyer to enroll in that program."

___D. "There's no reason whatsoever why you can't complete your academic work. Why don't we look at some of the ways that you may wish to complete your work and see what might work out best for you both before and after your baby is born."

5. Situation: You're responsible for setting up a career day for students. You:

Responses: ___A. Arrange for female and male speakers who are in careers traditional to their sex and assign students to sex-traditional areas (female students hear representatives of women's colleges and talk to women in office management, nursing, social welfare, etc.; male students hear representatives of scientific and technical institutions and talk to men who are executives, insurance agents, skilled crafts workers, etc.)

___ B. Arrange for speakers without regard to their sex and encourage students to self-select those presentations which are of greatest interest to them by providing them with detailed information about the speakers.

___ C. Arrange for female and male speakers in careers traditional and nontraditional to their sex and schedule the presentation in a way which requires students to hear 9 out of 12 speakers.

6. Situation: Julia, a high school senior, needs summer work to help pay tuition to attend a computer technology school in the fall. She comes to you to ask about summer work. You ask what she likes to do, and she reports that she likes to fix things. You suggest:

Responses:

___ A. That she investigate the "openings for girls" listing on the "jobs for summer" board

___ B. That she call an agency which provides temporary office services such as typing, filing, answering the phone, etc. and try to find a placement

___ C. That she join a group of students who are organizing a service for doing minor home repairs and lawn and garden work during the summer

___ D. That she investigate a new city summer jobs program which attempts to place young persons in nontraditional jobs

7. Situation: Mike, a high school junior, would like to enroll in the child development class given by the home economics department. He has always enjoyed baby sitting and last summer worked as a counselor at a day camp. He thinks he might eventually like to be an early childhood or elementary school teacher, but he's afraid he'll be the only boy in the class and the other students will make fun of him. You say to him:

Responses:

___ A. "In this school you have the right to take any class you want."

___ B. "Why don't you see if some of your friends won't sign up for the class so you won't have to be the only male in the class."

___ C. "You're probably right about having jokes made about your being in the class. Why don't you wait to take that type of course when you're in college and sign up for some other elective courses."

8. Situation: Anita, a high school sophomore, comes into your office to talk about enrolling in auto body shop next fall. She indicates that she is very interested in taking the course but is afraid that she won't be able to participate in the work placement activities that are part of the program. She has heard that the cooperating businesses will not accept female students. You say to her:

Responses: ___A. "Well, you know that there are still many employers who are reluctant to hire females in this kind of a job. Maybe we'd better look at some other vocational program for you."

___B. "You're really interested in this class but are afraid you'll be excluded from the work experience. Under Title IX the school cannot participate in a program that is discriminatory. If we find that employers are discriminating in accepting students, the school can't continue to use the employer as a placement site."

___C. "Under Title IX students are assured the right of nondiscrimination in all educational programs. Although some employers are reluctant to accept females in job placements, they are required to do so if they are to be involved in the school's program. I think you'll find that many attitudes are beginning to change. You may wish to talk to Sara Jackson who is now an auto mechanic with the Benavediez Car Agency to learn more about her experiences of going into a nontraditional job."

9. Situation: The following are excerpts from student scheduling forms which parents are required to sign.

Responses: ___A. "Dear Mr. and Mrs."

___B. "A student in Stivers High School has many options open to him. He may enroll in four basic programs."

___C. "To the family of (student's name)"

10. Situation: As part of an elementary school's career education program, you've brought a female police officer and female fire fighter to discuss their jobs. The children listen carefully to their comments. Afterwards, during a discussion of the visit by the police officer and fire fighter, several children insist that being a "fireman" and a "policeman" are jobs for men. You say:

Responses: ___A. "These days, people can be anything they want to be."

___B. "A few women are tough enough to want to go into police work or fire protection work."

___C. "It may seem strange to some of you to see women working as police officers or fire fighters because these jobs used to be limited to men. Our ideas about work and our laws are changing. There is more opportunity for people to select jobs that interest them regardless of their sex."

11. Situation: Carol, a high school senior with a good academic record comes in to talk about her post high school plans. She had planned to go to college but is now engaged to be married during the summer. Her fiance has a reasonably well-paying job, but insists that if Carol attended college, a severe strain would be placed on their budget. Carol has no definite career plans.

Responses: ____A. "Well, you don't want your marriage to get off on the wrong foot. As long as you're unsure of yourself and college would be a financial strain, you probably should not plan to go to college. If anyone goes to college, it should be your fiance because the man has to earn a living."

____B. "Since you seem unsure of yourself, let's evaluate your grades and interest scores. Most women will be working outside the home at some time in their lives. It would make sense for you to begin to formulate some definite plans and gain skills which could be used in work outside the home."

____C. "As long as your future husband can support you, there's no immediate need to worry about your future."

ASSESSING SEX EQUITY IN COUNSELING AND GUIDANCE PROGRAMS*

Counselor Worksheet 4

Listed below you will find 22 scales which describe components of counseling and counseling programs which may assist the achievement of sex equity in counseling programs. The scales are designed to contrast a status quo approach to achieving sex equity in counseling and counseling programs to a more action-oriented approach toward achieving sex equity.

Please read each item and then check (✓) the point on the scale where you think that your counseling or the counseling programs of your schools would fit.

A. Individual Counseling

	1	2	3	4	5
1.	The possible influence of sex stereotyping is seldom raised with clients			Clients are encouraged to clarify their values with respect to sex-role stereotypes	
2.	Clients career interests are accepted without further exploration			Clients are encouraged to explor nontraditional career options	
3.	Counseling sessions deal primarily with understanding available options and assisting the client in the selection of options			Counseling sessions include consideration of possible conflicts and problems that may be apparent when entering a traditional or nontraditional career	
4.	Nontraditional career, academic or personal choices are discouraged or passively accepted by the counselor			Nontraditional career, academic, or personal choices are supported and reinforced by the counselor	
5.	Counseling of students into nontraditional careers or activities is done with the knowledge that it is probable that "only the exceptional" person will be able to achieve nontraditional goals			Counseling of students into nontraditional careers or activities is done with the knowledge that the opportunity system is changing and that greater diversity of individual life styles is likely to be realized in all sectors of our society	

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*Adapted from materials contained in Sex Fairness in Career Guidance, by Linda B. Stebbins, Nancy L. Ames, Ilana Rhodes, published by Abt Associates, Cambridge, Massachusetts, 1975.

6.	1	2	3	4	5
	Student placements are made on an individual basis with no checking to ensure that female and male students are placed in a variety of settings			Student placements are examined carefully to ensure that both females and males are placed in a variety of settings, traditional and nontraditional	

B. Group Counseling

7.	1	2	3	4	5
	Group counseling sessions dealing with sex stereotyping or bias are seldom provided for students			Group counseling sessions are conducted in which sex-role stereotyping and its effects on career and personal choices are discussed with students	

8.	1	2	3	4	5
	Parents are not included in group counseling or group information sessions which are directed toward assisting their understanding of sex stereotyping in career decisions of students			Group counseling and information sessions are provided for parents which are directed toward assisting their understanding of sex stereotyping in career choices of students	

C. Information Services

9.	1	2	3	4	5
	Career guidance materials have not been reviewed for potential sex bias			Career guidance materials have been reviewed for potential sex bias	

10.	1	2	3	4	5
	Little attempt has been made to locate and obtain materials that increase the career and personal options of students			An attempt has been made to locate and obtain materials that increase the career and personal options of students	

11.	1	2	3	4	5
	Counseling staff is not familiar with equal opportunity laws and their application in education and employment			Counseling staff is familiar with equal opportunity laws and their application in education and employment	

	1	2	3	4	5
12.	Counseling staff does not provide students with information regarding their rights to nondiscrimination and the procedures available for utilizing and remediating			Counseling staff provide students information regarding their rights to nondiscrimination in education and employment and the formal and informal methods of utilizing the laws and procedures provided by such procedures	

	1	2	3	4	5
13.	Counseling staff does not assist in monitoring equal opportunity efforts or in ensuring that equal opportunity laws are implemented in education and employment			Counseling staff assists with the monitoring of equal opportunity efforts and in ensuring that equal opportunity laws are implemented in education and employment	

	1	2	3	4	5
14.	Counseling staff have not made an effort to identify support services provided by other groups in the community which could assist persons in achieving non-traditional goals (e.g., information services, placement services, day care services, educational programs, etc.)			Counseling staff have made an effort to identify support services provided by other groups in the community which could assist persons in achieving nontraditional goals and made such information available to clients	

D. Career Education and Vocational Education

	1	2	3	4	5
15.	No efforts have been made to ensure that career education courses and vocational education are designed to teach sex fairness in career choices--i.e., that all choices are available to females and males, not just those traditionally associated with one's gender			Efforts have been made to ensure that career education and vocational education courses are designed to teach sex fairness in career choices--i.e., that all choices are available to females and males, not just those traditionally associated with one's gender	

	1	2	3	4	5
16.	No efforts have been made to ensure that curriculum offerings are open to members of both sexes and students are counseled to choose from among all options irrespective of gender			Efforts have been made to ensure that curriculum offerings are open to members of both sexes and students are counseled to choose from among all options irrespective of gender	
17.	No effort has been made to ensure that textbooks and other curriculum materials have been reviewed for sex fairness			Effort has been made to ensure that textbooks and other curriculum materials have been reviewed for sex fairness	
18.	No effort has been made to ensure that staffing policies provide students with role models for both sexes			Effort has been made to ensure that staffing policies provide students with role models of both sexes	
19.	Students are assigned to work experiences on the basis of their interests and the sex preferences of employers			Students are required to observe or be involved in work experiential activities in nontraditional work settings	

E. Staff Development and Follow-up

	1	2	3	4	5
20.	Counselors have little or no contact with other staff regarding the need for sex fairness in education and employment			Counselors work with other staff to assist them in understanding the need for sex equity and the methods for achieving sex equity in education programs	
21.	Counselors are generally not aware of current research on sex role stereotyping and its effects on women and men			Counselors are knowledgeable about current research on sex-role stereotyping and its effects on women and men	
22.	Counselors seldom follow-up effort to assess the implementation of and satisfaction with career academic and personal choices			Counselors follow-up students to assess the implementation of and satisfaction with career academic and personal choices	

F. Overview

23. What is the general profile of your programs on these scales--were most of your checks on the left-hand side of the scales, the right-hand side, or the middle of the scales?

24. What other behaviors or activities would you suggest or have you used to assist the attainment of sex equity in your counseling or the counseling programs in which you work?

25. What types of factors can assist you in moving your program profile further toward the right-hand side of these scales (toward the achievement of greater sex equity)?

26. What types of factors work against you in moving your program profile further toward the right-hand side of these scales (toward the achievement of greater sex equity)?

APPENDICES

WOMEN IN THE PAID WORK FORCE

Counselor Worksheet 2A

Women's Participation in the Paid Work Force

- Women are entering the paid work force at steadily increasing rates. Today, 41 percent of this work force is female; this percentage should equal 50 by the year 2000.

- Increasing entry into the paid work force is characteristic of all groups in our society, regardless of:

  --racial-ethnic group membership

  --age (54 percent of all women in every age group between 18 and 54 are employed outside their homes)

  --marital status (47 percent of the nation's marriages have two breadwinners)

  --maternal status (47 percent of all women with children under 18 are in the paid work force; mothers of children under 6 are entering at a rate faster than any other group)

- The average young woman today will work outside her home for:

  --40 years if she is single

  --30 years if she marries but has no children

  --between 15 and 25 years if she marries and has children, depending on the number of children she has

Women's Status in the Paid Work Force

- Women tend to be concentrated in a limited number of "women's occupations," most of which tend to be lower paying than those occupations in which males predominate.

  --70 percent of all women working for pay are employed in three occupational groups: clerical occupations, service occupations, and professional/technical workers (primarily teachers).

  --50 percent of all men in the paid labor force are employed in the three largest occupational categories for men: skilled crafts, professional/technical, and managerial occupation.

  --In 1974, the median income earned by female college graduates in the paid work force was less than that earned by men with an eighth grade education.

  --In 1973, the median income of females employed full-time year-round was $6,488, while the median income of similarly employed males was $11,306.

- Even in the same occupational categories, women earn less than men.
- The gap between women's incomes and men's incomes is increasing: in 1956, the median income of all women workers was 63 percent that of men; in 1973, women's median income was only 57 percent that of men.
- Women in the paid labor force are more likely than men to be unemployed.
- Two-thirds of women in the paid labor force today work outside the home due to economic need; they are single, divorced, widowed, separated, or married to husbands with an income of less than $10,000 per year.

Minority Women in the Paid Work Force

- In the past, minority women have had much higher rates of participation in the paid work force than white women; Black women have the longest history of work force participation of any group of women.
- Today, rates of labor force participation by minority women vary among the different minority groups.

  --Black women's rate of labor force participation exceeds that of white women
  --Hispanic women are less likely to work for pay outside the home than either Black or white women
  --A majority of Asian American families are comprised of a working husband and a working wife.
  --1970 census data indicate that 35 percent of all Native American women are in the paid work force.

- Minority women with children are more likely to be in the paid work force than are white women with children; 52 percent of minority women with children under 6 were employed in 1974, as compared to 34 percent of non-minority women.
- Minority women are less likely than white women to be employed in white-collar jobs and more likely to be employed in blue-collar or service jobs.
- Minority women have the lowest average incomes of all workers; in 1973, the average yearly income of white males and females and minority males and females employed on a full-time year-round basis was as follows:

white males	$11,633
minority males	8,363
white females	6,544
minority females	5,772

- Minority females have the highest unemployment rate of any group in the paid work force; in 1975, the unemployment rates were highest for minority females. The rates by race and sex in 1975 were as follows:

white males	7.2
white females	8.6
minority males	13.7
minority females	14.0

When we consider workers in the age group of 16-19 years, the unemployment rates increase dramatically:

white males	18.3
white females	17.4
minority males	35.4
minority females	38.5

- Minority women are more likely than white women to be in the paid work force as a result of economic need.

  Of the more than 2 million minority women in the paid work force, more than two-thirds (63 percent) have husbands with incomes of less than $10,000 per year. The comparable figure for white women is 26 percent.

- Nearly one in three minority families is headed by a woman, who is sole support of herself and her family.

RECOGNIZING SEXIST AND NONSEXIST BEHAVIOR

Counselor Worksheet 3A

The following "answers" are provided for the situations and responses given on Counselor Worksheet 3. It is important to understand that the distinction between sex biased and sex discriminatory is largely a matter of degree and interpretation. The prohibition of certain forms of sex differentiation in education policy, practice, or program is clearly specified in the regulation to implement Title IX; these are the forms which are labeled discriminatory for the purposes of this worksheet. The Title IX regulation also contains more broad and general prohibitions of differential treatment of females and males; the exact meaning of these broad prohibitions will be specified through future administrative and judicial decisions. For this reason, it is possible that many policies, programs, or practices which are not explicitly prohibited by the Title IX regulation may, in fact, be found to be discriminatory in the future.

With these limitations in mind, the answers that are most reasonable at this time are:

1. d A
b B
a C
f D

2. d A
f B

3. b A
f B
b C

4. b A
f B
d C
a D

5. d A
f B
a C

6. d A
b B
f C
a D

7. f A
b B
d C

8. d A
f B
a C

9. b A
b B
f C

10. f A
b B
a C

11. d A
a B
b C

IDENTIFYING AND OVERCOMING BIAS IN COUNSELING MATERIALS

Participants' Materials For Application Session B
For Counselors

Prepared for the
Title IX Equity Workshops Project
of the Council of Chief State School Officers

by the
Resource Center on Sex Roles in Education
National Foundation for the Improvement of Education

CHECKLIST FOR SEX-FAIR LIFE/CAREER-PLANNING MATERIALS[1, 2]

Counselor Worksheet 5

The following checklist provides a series of questions to be considered in evaluating sex-fairness in life/career-planning materials. Read through the material to be evaluated, then indicate your judgment as to the sex-fairness of the brochure A which is attached.

	YES	NO	N/A
1. Do the illustrations show men in traditional masculine careers and/or women in traditional feminine careers?	___	___	___
2. Do the illustrations show women predominantly as helpers, and/or men as leaders or figures of authority?	___	___	___
3. Do the illustrations show women mainly in passive postures (such as watching, sitting, or waiting) and/or men in active postures?	___	___	___
4. Do the illustrations in general show women as smiling and pleasant?	___	___	___
5. Do the illustrations in general show men as serious and thoughtful?	___	___	___
6. In careers traditionally considered as "masculine," is the female figure shown less frequently as the career representative than the male figure?	___	___	___
7. Is the generic "he" used for traditional female roles and/or men encouraged to consider traditional male roles?	___	___	___
8. Are women encouraged to consider traditional female roles and/or men encouraged to consider traditional male roles?	___	___	___
9. If occupational titles are used, are they sex biased; for example, "fireman" rather than "firefighter," or "mailman" rather than "postal carrier?"	___	___	___

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[1] Prepared by Jan Birk for Title IX Equity Workshops Project.

[2] Items 7 through 12 are adapted from Women on Words and Images, Help Wanted: Sexism in Career Education Materials (New York: Educational Products Information Exchange, 1975).

	YES	NO	N/A
10. Is there evidence of tokenism? For example, one or two striking examples of equal sex treatment may be presented, but the material overall may be dominated by male role models and/or sexist language.	___	___	___
11. If references exist to family responsibility, are there sexist expectations? Is it assumed, for example, that it's woman's basic responsibility to raise and care for a family? Is it assumed that man's basic responsibility is to be the economic provider?	___	___	___
12. If references are made to appearance, physical qualities, or personality traits as being significant factors related to success, are they sex biased? For example, is being a nurturant person related to being a successful nurse?	___	___	___
13. Is there evidence of sexist language, such as using "man" or "mankind" rather than "people" or "persons"--and using forms of the masculine pronoun (he, his, etc.) to refer to people in general?	___	___	___
14. If the setting of the illustrations is outdoors, are men predominantly featured in the outdoor setting?	___	___	___

BROCHURE A

Counselor Worksheet 5

ARE YOU READY TO BEGIN PREPARING FOR YOUR REWARDING CAREER AS A MEDICAL SECRETARY?

First, consult your guidance counselor for information about the business schools in your area or write to us for a directory of business schools. After you have selected the schools which interest you, write to them for specific information on curriculum, tuition, enrollment policies, and dormitory facilities. All of the business schools and junior colleges of business listed in our directory invite you to visit and inspect their facilities.

UNITED BUSINESS SCHOOLS ASSOCIATION
1730 M Street, N. W.
Washington, D. C. 20036

REMEMBER...

the key to success in today's business world is training. A business school may be the starting point for Your Career as a Medical Secretary.

YOUR CAREER AS A MEDICAL SECRETARY

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For a directory of business schools write to:

UNITED BUSINESS SCHOOLS ASSOCIATION
1730 M Street, N. W.
Washington, D. C. 20036

THE MEDICAL SECRETARY... AN EXCITING, REWARDING CAREER

Do you want to serve as a key member of a medical health team? Are you understanding and sympathetic? Can you remain calm in an emergency? Do you enjoy working with professionally educated men, such as physicians, dentists, and research scientists? Are you looking for an emotionally and financially rewarding career? If so, you may be interested in a career as a medical secretary.

WHAT IS A MEDICAL SECRETARY?

A medical secretary is able to speak tactfully to patients. She knows the code of medical ethics and the meaning of "privileged information." She has good telephone manners and is able to arrange appointments efficiently. She has a knowledge of accounting and is able to collect bills courteously. A medical secretary is familiar with medical technology and is able to take dictation rapidly and accurately. She is able to type reports, case histories, and insurance forms correctly. She knows how to operate dictating and duplicating equipment. A medical secretary is a whiz at filing and ordering office supplies. She is capable of administering first aid. She can take temperatures, weigh and measure patients, calm upset patients, prepare patience for examinations and treatment, and sterilize equipment. She knows how to make basic laboratory examinations, such as blood counts, urine analysis, and basal metabolism. A medical secretary, sometimes called an administrative medical secretary, is a capable, efficient assistant who is able to manage the physician's office and perform simple laboratory tests, leaving the physcian more time to devote to the treatment of his patients.

WHERE DOES A MEDICAL SECRETARY WORK?

As a medical secretary, you may work in
...a physician's office
...a dentist's office
...a hospital
...a medical research center
...a pharmaceutical laboratory
...a clinic
...a public health facility
...an insurance company
...a medical laboratory
...the office of a hospital and surgical equipment supplier
...the medical department of a private industry

LOTS OF JOBS! GOOD SALARIES!

Medical secretaries are in great demand today and the future looks even brighter! The emphasis on preventive medicine and the expansion of Medicare means that there will be an unprecedented demand for medical secretaries. Starting salaries are good, ranging from $300 a month, depending on the locality.

HOW DO I BECOME A MEDICAL SECRETARY?

A medical secretary must be able to type, file, keep books and records, take dictation, and operate dictating and duplicating equipment. She must be familiar with medical terminology and be able to make basic laboratory tests. In addition, she has to have a basic understanding of psychology and medical ethics. Where does she learn all these skills? The best road to success is to enroll in a good business school or junior college of business.

WHAT WILL I STUDY IN A BUSINESS SCHOOL?

Although courses vary, most business schools offering medical secretarial courses give classes in typing, shorthand, accounting, filing, psychology, first aid, business law, telephone usage and techniques, anatomy and physiology, medical terminology, basic

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laboratory techniques, medical records and reports, medical office procedures, and personality development. Some business school courses include work experience in a hospital or doctor's office.

WHY SHOULD I GO TO A BUSINESS SCHOOL?

The private business school or junior college of business

- ...has a very keen interest in each student. The success of the school depends upon the success of its graduates.
- ...is in immediate touch with the businessmen of the community and can respond to the needs of the community.
- ...has the practical atmosphere of the office, allowing the student to develop a truly functional viewpoint.
- ...helps its graduates secure jobs.
- ...hand-tailors instruction, counseling, and class sizes to provide a close student-teacher relationship.

IS STUDENT FINANCIAL AID AVAILABLE?

Educational loans for students attending accredited business schools are available under the Federal Guaranteed Loan Program. The financial aid officer at the business school of your choice can give you or your parents further details on this program of insured bank loans to students.

Other programs of financial assistance to students in business schools include:

- ...Social Security Dependents
- ...Railroad Retirement Student Dependents
- ...Student Dependency and Indemnity Compensation for Veteran's Children
- ...Civil Service Retirement Student Dependents
- ...War Orphans Educational Assistance
- ...Veterans Readjustment Benefits Act of 1966
- ...Vocational Loans to Indians

CHECKLIST FOR SEX-FAIR LIFE/CAREER-PLANNING MATERIALS[1, 2]

Counselor Worksheet 6

The following checklist provides a series of questions to be considered in evaluating sex fairness in life/career-planning materials. Read through the material to be evaluated, then indicate your judgment as to the sex fairness of the brochure B which is attached.

	YES	NO	N/A
1. Do the illustrations show men in traditional masculine careers and/or women in traditional feminine careers?	___	___	___
2. Do the illustrations show women predominantly as helpers, and/or men as leaders or figures of authority?	___	___	___
3. Do the illustrations show women mainly in passive postures (such as watching, sitting, or waiting) and/or men in active postures?	___	___	___
4. Do the illustrations in general show women as smiling and pleasant?	___	___	___
5. Do the illustrations in general show men as serious and thoughtful?	___	___	___
6. In careers traditionally considered as "masculine," is the female figure shown less frequently as the career representative than the male figure?	___	___	___
7. Is the generic "he" used for traditional male occupations, and/or the generic "she" for traditional female occupations?	___	___	___
8. Are women encouraged to consider traditional female roles and/or men encouraged to consider traditional male roles?	___	___	___
9. If occupational titles are used, are they sex biased; for example, "fireman" rather than "firefighter," or "mailman" rather than "postal carrier?"	___	___	___

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[1] Prepared by Jan Birk for Title IX Equity Workshops Project.

[2] Items 7 through 12 are adapted from Women on Words and Images, Help Wanted: Sexism in Career Education Materials (New York: Educational Products Information Exchange, 1975).

		YES	NO	N/A
10.	Is there evidence of tokenism? For example, one or two striking examples of equal sex treatment may be presented, but the material overall may be dominated by male role models and/or sexist language.	___	___	___
11.	If references exist to family responsibility, are there sexist expectations? Is it assumed, for example, that it's woman's basic responsibility to raise and care for a family? Is it assumed that man's basic responsibility is to be the economic provider?	___	___	___
12.	If references are made to appearance, physical qualities, or personality traits as being significant factors related to success, are they sex biased? For example, is being a nurturant person related to being a successful nurse?	___	___	___
13.	Is there evidence of sexist language, such as using "man" or "mankind" rather than "people" or "persons"--and using forms of the masculine pronoun (he, his, etc.) to refer to people in general?	___	___	___
14.	If the setting of the illustrations is outdoors, are men predominantly featured in the outdoor setting?	___	___	___

BROCHURE B

Counselor Worksheet 6

DOCTOR--GENERAL PRACTITIONER

A dedicated doctor is a noble human being. Would you like the outstanding compensation, the satisfactions of helping people, and the dignity and respect commanded by this profession?

Of course, to "get there," you would have several years of hard study and training, and would work long, hard, often irregular hours, (patients don't get sick on schedule), as the ward of many peoples' health.

The subject of this article is the physician, or "general practitioner." There are also 33 other recognized medical specialities, such as surgeons, internal medicine specialists, and others, all of whom are also doctors.

WHAT GENERAL PRACTITIONERS DO

About 20 percent of all doctors are general practitioners. These physicians diagnose, (find the cause of), diseases, illnesses and injuries and treat people suffering from them, as you know from your own visits to their offices.

Generally, a general practitioner, or "g.p.," upon diagnosing a patient's need for surgery, for example, will refer his patient to a qualified surgeon specialist, or to an "internist," (internal medicine specialist), for further examination. The g.p. refers many of his patients to appropriate specialists in this way, if his own diagnosis indicates a need for doing so.

G.P.'s examine patients and treat them, if they do not require special medical help, in their own offices and in hospitals. Although the practice is lessening, they also visit patients in their own homes.

Some physicians combine their medical practice with research, or teaching in medical schools. Others are hospital administrators, while some write for medical journals.

TEMPERAMENT, INTERESTS, AND ABILITIES NEEDED

You need to have a deep concern for serving sick and injured people. Personal integrity is important, as well as a pleasant, sincere personality that helps gain the confidence of patients in you.

You need to be emotionally stable and able to make decisions in emergencies.

You also need to be willing to study a great deal to keep up with the latest advances in medical science.

EARNINGS AND WORKING CONDITIONS

When you graduate from medical school, your starting salary, as an intern, or "apprentice" doctor, would average between $7,500 - $10,000.

Later, with training and experience as a qualified physician, you can earn $10,000 or more a year, physicians averaged $11,000 annually in the early 1970's.

In addition to the long time and great cost of your medical education and training, if you open a private office, it requires a sizeable investment to equip and staff it, and probably up to two years before your volume of patients will enable you to do much more than break even. However, once you are established and recognized, your earnings will increase rapidly and steadily.

Self employed physicians usually earn more than those in salaried positions, in a hospital, for example. Specialists such as surgeons earn more than g.p.'s.

Most specialists also work fewer hours than g.p.'s, who usually have long working days and irregular hours: they "screen" patients for possible specialized medical problems, they screen the entire initial patient load, while specialists receive only those medical problems that are directly related to each of their special skills.

You would work in clean, well-lighted, attractive and air conditioned offices or hospital facilities, in most cases.

Most doctors, especially g.p.'s and surgeons, need the stamina to be able to work long hours on their feet, particularly in hospitals. You also must have good vision, hand/eye coordination, and superior ability to communicate.

EDUCATION AND TRAINING NEEDED

You need a license to practice medicine. In order to get it, you need to have successfully completed 3-4 years of college where you will have taken chemistry, physics, math, biology, as well as liberal arts and social science subjects.

Medical school education, following this will be for 3-4 years consisting of courses in anatomy, biochemistry, physiology, and other medical-related subjects.

Internship in a hospital, usually following your graduation from medical school, is usually for 1 year, (more for specialists).

Because of the great time and expense of this kind of medical education, financial aid, both from government and private sources, is available to those who qualify.

Your future in this field is excellent with increasing human needs for medical attention and care, job openings created by physicians retiring or leaving their jobs for other reasons, and medical costs being increasingly absorbed by health insurance plans.

For information about this career field, write: Council on Medical Education, American Medical Association, 535 North Dearborn Street, Chicago, Illinois

SUMMARY OF THE FORMS OF SEX BIAS IN CAREER MATERIALS

Counselor Worksheet 7

The following is a summary of the major forms of sex bias found in career education and counseling materials.

1. Invisibility or omission--This form of bias is reflected in the complete or partial exclusion of one sex from representation in either the illustrations or the content of the material. This exclusion implies that one sex is of less value, importance, and significance within those career areas presented in the material.

   Example: A book on careers in the auto industry which shows only pictures of males

2. Stereotyping--Stereotyping is the assumption that males have one set of abilities, interests, values, and roles while females have a different set of these same characteristics. Stereotyping denies the diversity, complexity, and variation which exists in any group of individuals.

   Example: Characterizing women as wives and mothers who rarely venture out of the home and men as seldom caring for an infant or cooking a meal

3. Fragmentation or isolation--This form of bias separates information about and visual images of one sex from the main body of the text, implying that these persons/issues are less important and not an integral part of the whole. The inherent assumption is that the role and contributions of that sex are limited to specific areas.

   Example: A list entitled "Jobs in Trades and Industry" which has toward the bottom of the list a special section of jobs specially for women

4. Linguistic bias--Linguistic bias is the use of language which either excludes, degrades, or subsumes members of one sex.

   Example: The use of "he," "his," or "him" and the generic "man" to refer to both sexes or to women exclusively; use of derogatory language such as "gal," "baby," or "chick" to refer to adult women; attributing gender to occupations such as "mailman"; and ordering words so that one sex always come first as in "men and women"; and reflecting subservient status as in "Richard lets his wife work."

5. Imbalance/selectivity--This form of bias presents only one interpretation of an issue, situation, or sex. Such selective presentation distorts reality and ignores complex and differing viewpoints.

   Example: From a discussion of women in the work force: "Although men choose to participate in the paid work force for a number of reasons, women's reasons for working outside the home are generally more restricted. In most cases they are working primarily for "pin money" which will allow them extra goods and services which they can't afford on their husbands' incomes. Some women work, too, simply because they enjoy being out of the home, usually in instances where there are no children or children are grown...."

6. Unreality--Unreality in career education and counseling materials is the unrealistic portrayal of adult life either in the world of work or in the home. It presents situations either as they were in the past or as someone would like for them to be rather than what they are.

   Example: Career information for young women which ignores the fact that 9 out of 10 girls in high school today will work outside the home for pay at some point in their lives, and that 4 out of 10 will eventually head families.

IDENTIFYING AND CORRECTING SEX BIAS IN CAREER MATERIALS

Counselor Worksheet 8

After reviewing the "Summary of the Forms of Sex Bias in Career Materials" (Counselor Worksheet 7), you are ready to try your hand at analyzing and remedying sex bias found in excerpts from career education and counseling materials. The following is a series of excerpts from such materials. Read each one, determine if sex bias in present, and identify the form(s). Then rewrite the excerpt or suggest revisions, which would eliminate the bias found. If no sex bias is present, simply indicate "none."

1. A filmstrip is entitled "Where Daddies Work."

   Is sex bias present? ____

   Identify the form(s) of sex bias: ______________________________

   Suggested revision: ______________________________

2. A picture from a student orientation booklet shows a young woman dressed in a short skirt and platform shoes with no safety equipment on running a drill press.

   Is sex bias present? ____

   Identify the form(s) of sex bias: ______________________________

   Suggested revision: ______________________________

   ____

   ____

3. "The job barriers for minorities and women are disappearing....So if you're a minority student, or a girl, who wishes to enter a field that had belonged solely to men, take heart. Your mother or father may have been hurt, or may even have given up. But you do not need to give up. The barriers are coming down."

   Is sex bias present? ____

   Identify the form(s) of sex bias: ______________________________

   Suggested revision: ______________________________

   ____

   ____

   ____

   ____

4. "Dr. Harden and his nurses, Janice and Irene, enjoy working together as a team."

Is sex bias present? _____

Identify the form(s) of sex bias: ______________________________

Suggested revision: ______________________________

____

5. "All men need to know basic survival skills such as cooking so that they can help their wives around the house."

Is sex bias present? _____

Identify the form(s) of sex bias: ______________________________

Suggested revision: ______________________________

____

6. "Since the proportion of women workers is so high, the turnover rate is also high. Beginners will replace workers who leave to get married and raise families."

Is sex bias present? _____

Identify the form(s) of sex bias: ______________________________

Suggested revision: ______________________________

____

____

7. A pamphlet entitled "Careers for Women in Protective Service: Jobs in Law Enforcement, Fire Fighting, and Security."

Is sex bias present? _____

Identify the form(s) of sex bias: ______________________________

Suggested revision: ______________________________

____

8. "The contemporary farmer is radically different from the frontiersman of the past. He is knowledgeable in a complex, scientific endeavor, and his livelihood is dependent upon his efficiency."

Is sex bias present? _____

Identify the form(s) of sex bias: ______________________________

Suggested revision: ______________________________

____

____

9. "Our supervisory candidates, women and men who are young in years but mature in attitudes, are chosen annually. Most will be in responsible positions within five years."

Is sex bias present? ____

Identify the form(s) of sex bias: ______________________________

Suggested revision: ______________________________

____

____

10. "With the money he makes at Holloway, Bob is able to provide a good living for his wife and daughter."

Is sex bias present? ____

Identify the form(s) of sex bias: ______________________________

Suggested revision: ______________________________

____

11. A six-page pamphlet on nursing has two short paragraphs on opportunities for males; the only picture of a male nurse is on that page.

Is sex bias present? ____

Identify the form(s) of sex bias: ______________________________

Suggested revision: ______________________________

____

12. "The secretary who does not make the most of her physical attributes is not doing herself justice."

Is sex bias present? ____

Identify the form(s) of sex bias: ______________________________

Suggested revision: ______________________________

____

CORRECTING BIAS IN CAREER MATERIALS:
SEX FAIR VS. SEX AFFIRMATIVE

Counselor Worksheet 9

The following quotations are taken from career education and career-counseling materials. Read through each of the statements, find the source of the bias, then rewrite the statement first in a sex-fair manner and then in a sex-affirmative manner.

Remember that a sex-fair statement is a statement that treats females and males in the same manner; does not make any distinctions on the basis of sex; or has a neutral effect. A sex-affirmative statement attempts to overcome the effects of past discrimination by highlighting changes, specifying the inclusion of males and/or females, and encouraging a change of traditional ideas or considerations.

1. "Intensive schooling is provided by the airlines for newly hired flight service personnel, not only because of general airline expansion, but also because of the relatively short time of the girls' employment. The average length of employment for domestic airlines is about 18 months, and for international airlines about 30 months. Most stewardesses resign upon getting married. Previously, this was a requirement on most airlines. Recent laws have changed this, however, and girls may not be forced to resign after marriage. In general, however, continued flying beyond a few years is not usually conducive to a happy married life."

2. "The choice of a career has had a direct bearing on where a person builds his home, the schools his children attend, the way he earns a living...."

3. "Careers in prosthetics and orthodontics are primarily for men."

4. "....many top executive jobs in industry are filled by men who started as salesmen."

5. "It would be illusory to suggest that most working wives are second-career women in the purest sense of the term. They have embarked, to be sure, on a new work experience, but many are not seeking personal fulfillment so much as they are seeking money for their children's education, for a second car...."

6. "....majority of nurses get married and have children and are still able to continue their careers."

7. "It provides a chance to serve society--a reason that seems more important to women than to men."

8. "All wear attractive uniforms....and have interesting jobs with lots of men around."

SUMMARY OF RECOMMENDATIONS FOR THE USE OF CAREER INTEREST INVENTORIES*

Counselor Worksheet 10

Administering the Inventory

1. Use inventories as part of a total career guidance program.
2. Use a combined inventory form.

Reporting Inventory Results

3. Report scores based on both female and male scales
   a. Focus on same-sex scales.
   b. Focus on pattern, not level of scores on opposite-sex scales.
   c. Avoid spurious scores on opposite-sex scales.
4. Report scores based on both female and male norm groups.
5. Fill in the appropriate sex code.
6. Report scores based on special norm groups.

Interpreting Inventory Results

7. Identify broad interest areas.
8. Identify all occupations with a broad interest area.
9. Orient clients to the potential influence of sex bias on inventory results.
10. Interpret results for special groups carefully.
11. Use all available information.
12. Stimulate exploration.

---

*Linda B. Stebbins, Nancy L. Ames, and Ilana Rhodes, Sex Fairness in Career Guidance (Cambridge, Massachusetts: Abt Associates, 1975).

APPLYING RECOMMENDATIONS FOR THE USE OF CAREER INTEREST INVENTORIES*

Counselor Worksheet 11

Below you will find two case studies of students who are seeking assistance in exploring career decisions. Within each case study you will find a general background statement about a student and examples of sessions with various counselors. Please read each of the cases carefully.

After you have finished reading the counseling situations, think back on the formulation of sexist and nonsexist behaviors introduced earlier in the session.

Sexist Behaviors

Sex-discriminatory behavior - violates the Title IX regulation

Sex-biased behavior - reflects bias or stereotyping but probably doesn't violate the Title IX regulation

Nonsexist Behaviors

Sex-fair behavior - treats both sexes in the same way, or the effect of the behavior is undifferentiated or neutral on the basis of sex

Sex-affirmative behavior - goes beyond sex fair behavior by compensating for the effects of past discrimination

You will be asked to rate each counselor session according to this scale. In addition, you will be asked to refer back to the Summary of Recommendations for the Use of Career Interest Inventories provided as Counselor Worksheet 10, and answer the questions which are provided.

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*Materials developed by Linda B. Stebbins, Nancy L. Ames, and Ilana Rhodes in Sex Fairness in Career Guidance (Cambridge, Massachusetts: Abt Associates, 1975).

CASE STUDY 1 - CAROL MERRITT

Background

Carol Merritt is a very bright high school junior with demonstrated ability in science, chemistry, biology, and math. The results of standardized tests regularly given by her school indicate that she is in the 90th percentile or above in both aptitude and achievement compared with other students her own age. She won a prize for her last year's biology project. She is self-assured, if a little quiet, and her concern for others is evident in two of her extracurricular activities: babysitting and helping teach Sunday school.

When her mother was hospitalized, Carol became interested in nursing and began volunteer work at the local hospital as a nurse's aide. This experience has led her to feel that nursing would be an enjoyable career for her, and she receives support in this thinking from her family. Both her mother and father feel that nursing is a very practical vocation, one which can readily be fitted in with marriage and raising children.

As part of the regular counseling program in her school, Carol has taken an occupational inventory. Carol's measured interests correspond to her expressed interests and aptitudes. Her interests correlate most highly with those of women in the following occupatons: nurse (.50), science teacher (.48), X-ray technician (.47). Her interests correlate most highly with those of men in the following occupations: pediatrician (.39), dentist (.37), physician (.37), and science teacher (.36).

Counselor A

Counselor A is delighted to talk with Carol. Unlike many other students, Carol seems to know what she wants. Moreover, the inventory results confirm her tentative choice of nursing as a vocation.

Since Carol also shows an interest in science, Counselor A takes some time to point out to Carol the possibilities of a career in science. Carol could teach science, or she might become a lab or X-ray technician. Carol is open to the possibilities in science, but both she and the counselor conclude that as a nurse she could apply her interests in science, her helping nature, and her love for people in a more purposeful and satisfying way.

Having selected a few good three-year nursing programs, for which she will soon apply, Carol leaves the office, content with her choice.

Counselor B

Prior to this meeting, Counselor B reviews the results of Carol's occupational inventory and compares them with Carol's scores on the other standardized achievement tests. These scores and her extracurricular activities show a highly correlated pattern of interests; namely, a sense of dedication to people and a love of science. Moreover, Carol is bright and has leadership qualities which could be developed further.

Taking into account all the information, Counselor B discusses with Carol the possibility of pursuing a five-year Bachelor of Science degree in Nursing. This course of action would offer a great deal more status than a regular nursing program and would also satisfy her intellectual needs. With a five-year degree, Carol might teach and supervise other nurses, using her leadership ability as well.

Carol is extremely pleased upon leaving the counselor's office. A five-year nursing program offers her opportunities she has never explored before. She is delighted with the possibility of combining her love of medicine, science, and people in such an integrated fashion.

Counselor C

Counselor C and Carol discuss the results of her occupational inventory carefully. She has scored high in the medical area as she had expected.

Considering the scores on the female side of her inventory, however, does not give a complete picture of her interests. Counselor C points out that Carol might also consider the scores from the male side as well. When compared with men, Carol's highest scores continue to be in the medical and scientific areas.

With Carol's aptitude and motivation, Counselor C points out that she might give serious thought to pursuing a vocation as a physician, dentist, or pediatrician. While Carol had never thought of pursuing a professional career beyond the level of nursing, seeing her high scores on these scales triggers her thinking. Of course, she will need to consider many things before making her decision--money for school, getting into a good pre-med program, etc. She hurries home to discuss all the pros and cons with her parents.

Questions to Consider

1. Using the categories of sexist and nonsexist behaviors listed at the top of the sheet, how would you rate:

   Counselor A: Why?

   Counselor B: Why?

   Counselor C: Why?

2. Which recommendations do both Counselors A and B ignore?

3. Which recommendations does Counselor A but not Counselor B, ignore?

4. Which recommendation does Counselor C, but not Counselors A and B utilize?

CASE STUDY 2 - FRAN COURTIN

Background

Fran Courtin is the son of a minister. For most of his life he has been an active participant in the programs at the church. During the time Fran has been in high school, he has been teaching a Sunday school class for 3- and 4-year-olds. Even though he has been given an opportunity to return to Sunday school classes with his peers, he has insisted that he prefers to work with the children.

Fran was administered a career interest inventory as part of the eleventh grade testing program. His highest scores were on the scales "caring for people," "teaching and social work," and "nursing."

Counselor A

Counselor A immediately shows Fran his scores and indicates that the high scores show a preference for working with people. Since Fran is one of the outstanding students in the high school in terms of high academic grades and leadership in a number of student activities, Counselor A is certain Fran could excel at whatever he selects. Counselor A, however, feels that while these scores probably reflect Fran's socialization as a minister's son, they do not reflect Fran's desire to seek a highly successful professional career.

As Fran and Counselor A discuss the meaning of these high scores, Fran suggests that he's been wondering about what he'd have to do to be trained to work in a day care center. Counselor A, however, suggests that perhaps day care is not really an appropriate choice. After all, Fran has considerable potential and should think about jobs where he could really demonstrate success and earn a substantial salary. Besides, day care is not a field for men.

As they continue to discuss other fields such as law and medicine, Fran concludes that maybe the counselor is right. Working in a day care center probably would not allow him much of an opportunity to be really successful.

Counselor B

When Fran enters the counselor's office, Counselor B has Fran's folder on the desk. Leaving it closed, they begin to discuss some of Fran's activities outside of school. Counselor B notes Fran's enthusiasm when he describes some of his experiences teaching the Sunday school class.

When Counselor B pulls out the interest inventory results, his description of the high and low scores is very thorough. The counselor points out that Fran's pattern of measured interests seem to parallel some of his outside activities. These activities have obviously provided Fran with an experiential basis for filling out the inventory as he did.

As Fran and the counselor discuss the implications of the pattern of his scores, Fran suggests that he's been wondering about what he'd have to do to be trained to work in day care. Counselor B points out that there are a large variety of approaches, depending on what level job Fran might wish to have. Each of the levels require different amounts of training, primarily in child development and early childhood education.

Counselor B also points out that day care is not the only kind of job where Fran could easily develop some of his interests in working with children. He could consider others, such as elementary school teacher, social worker, and pediatrician. Whereas, at present, there are many women holding day care jobs, the employment patterns are slowly changing. Both men and women are beginning to select jobs on the basis of interest in doing the work, rather than limiting themselves to traditional selection of men's jobs and women's jobs.

Fran agrees to consider some of the other alternatives and to explore some college catalogs for programs in child development and early childhood education.

Questions to Consider

1. Using the categories of sexist and nonsexist behaviors, listed at the top of the sheet, how would you rate:

Counselor A: Why?

Counselor B: Why?

2. Which recommendations does Counselor A ignore?

3. Which recommendations does Counselor B ignore?

DEVELOPING A PROGRAM PROPOSAL FOR ATTAINING SEX EQUITY

Counselor Worksheet 12

As a counselor you realize that attaining sex equity in your district will require more than the present efforts to achieve compliance with Title IX. You meet with three other persons in your district and decide that you would like to develop a proposal which can be submitted to the district, a state or Federal agency, or private foundation for funding. You decide that you will develop a prospectus for a proposal and have others react to the prospectus before outlining a full proposal.

The following questions provide an outline for the development of the prospectus.

I. Designing the Plan

Background

What are the primary needs to be met by the proposal you are developing?

What is the evidence of need?

Goals of the Program

What specific change(s) do you wish to make?

Whom do you want to change?

How would the program bring about the change?

Where will the change be accomplished?

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(page 3)

Program Outline

What activities will you be proposing to achieve your goals? What are the projected costs of the activities? What timelines will be needed for accomplishing the activities? Who would have major responsibility for carrying out the activities?

Goal 1: ______________________________

Activities	Date Completed	Responsibility	Costs

Goal 2: ______________________________

Activities	Date Completed	Responsibility	Costs

Goal 3: ______________________________

Activities	Date Completed	Responsibility	Costs

Program Outcomes

What would you anticipate to be the outcomes of the proposed project?

Program Support

What district support is required? (access to resources--facilities, staff time, supplies, funds, etc.). How will you obtain such support?

What community support is required? How will you obtain such support?

II. Selling the Prospectus

See the Right People

Which persons in your district need to be involved to ensure the success of the proposed program?

Which persons outside the district do you need to contact? (To test your ideas, enlist their cooperation, inform them of your plans)

III. Analyzing Problems

What problems do you anticipate in the implementation of your plans?

WORKSHOP EVALUATION FORM

Counselor Worksheet 13

1. At this point, how would you rate your knowledge of the forms and extent of sex bias and discrimination in counseling practices and materials and strategies for overcoming such bias?

_____thorough understanding

_____little understanding

_____some knowledge

_____no understanding

2. What concerns or questions about Title IX or sex equity in counseling have been answered for you today?

3. What concerns or questions about Title IX or sex equity in counseling still remain unanswered for you?

4. Which of the day's activities were most helpful to you?

5. Which of the day's activities were least helpful to you?

6. What information, experiences, or activities do you need next in order to begin providing sex equity in your area of responsibility?

APPENDICES

RECOGNIZING SEXIST AND NONSEXIST BEHAVIOR

Counselor Worksheet 3A

The following "answers" are provided for the situations and responses given on Counselor Worksheet 3. It is important to understand that the distinction between sex-biased and sex-discriminatory is largely a matter of degree and interpretation. The prohibition of certain forms of sex differentiation in education policy, practice, or program is clearly specified in the regulation to implement Title IX; these are the forms which are labeled discriminatory for the purposes of this worksheet. The Title IX regulation also contains more broad and general prohibitions of differential treatment of females and males; the exact meaning of these broad prohibitions will be specified through future administrative and judicial decisions. For this reason, it is possible that many policies, programs, or practices which are not explicitly prohibited by the Title IX regulation may, in fact, be found to be discriminatory in the future.

With these limitations in mind, the answers that are most reasonable at this time are:

1. d A
b B
a C
f D

2. d A
f B

3. b A
f B
b C

4. b A
f B
d C
a D

5. d A
f B
a C

6. d A
b B
f C
a D

7. f A
b B
d C

8. d A
f B
a C

9. b A
b B
f C

10. f A
b B
a C

11. d A
a B
b C

IDENTIFYING AND CORRECTING SEX BIAS IN CAREER MATERIALS
SUGGESTED RESPONSES

Counselor Worksheet 8A

The following are responses to the biased excerpts on Counselor Worksheet 8. They are only possible responses and are not meant to be inclusive of all answers and revisions/corrections which might be appropriate.

1. Is sex bias present? Yes

   Forms: Stereotyping and omission

   Comment and suggested revision: The assumption and stereotype that only fathers work leads to a filmstrip on males only. A nonbiased filmstrip, perhaps with the title "Where Mommies and Daddies Work," would show men and women working both outside the home for pay and inside the home sharing family responsibilities.

2. Is sex bias present? Yes

   Forms: Stereotyping and unreality

   Comment and suggested revision: The picture of the young woman illustrates the stereotype that female dress is supposed to be attractive rather than functional. Also, it's unrealistic to portray anyone operating a drill press in clothing which restricts freedom of movement and without safety equipment. This young woman gives the impression of a model rather than a realistic drill press operator. Anyone shown operating machinery should be dressed appropriately for the job.

3. Is sex bias present? Yes

   Form: Imbalance/selectivity

   Comment and suggested revision: Although this passage does acknowledge the existence of job discrimination, it presents a simplistic and inaccurate view of the progress which has taken place. Unquestionably, there are greater opportunities today for minorities and women, and progress has been made in some areas. However, the fact that the average annual income differential is increasing between minorities and nonminorities and between men and women and that the work force is still heavily segregated, suggests that greater opportunity for minorities and women still has yet to be realized. The passage should reflect both the progress made and the barriers that still exist.

4. Is sex bias present? Yes

Form: Linguistic bias

Comment and suggested revision: The male doctor is referred to as Dr. Hardin while the female nurses are called by their first names, indicating subservient status. A suggested revision denoting equivalent status would be "Dr. Hardin and his nurses, Ms. Sumter and Ms. Winterhalter, enjoy working together as a team.

5. Is sex bias present? Yes

Form: Linguistic bias

Comment and suggested revision: A fairly subtle form of linguistic bias is found in the word "help." The assumption is that men need to know basic survival skills so that they can help their wives rather than assume their share of home responsibilities. A nonsexist version could read as follows: "All men need to know basic survival skills such as cooking so that they can carry out their share of home and family responsibilities."

6. Is sex bias present? Yes

Form: Imbalance/selectivity

Comment and suggested revision: This statement looks at the symptom rather than the cause by assuming that women workers leave to get married and raise families. Research studies have shown that the turnover rate for women and men is about the same in similar kinds of jobs. Women overall have a higher job turnover rate than men, but that's related more to the low-paying, low-status jobs women are more likely to hold than men. A balanced presentation would acknowledge the kind of job being described and the real factors for the high turnover rate which would probably exist for both females and males holding that job.

7. Is sex bias present? No

Form: Not applicable

Suggested revision: Not applicable

Comment: The pamphlet highlights careers for women in protective service, an area in which women have traditionally been excluded in the past. Its title is designed to call attention to the range of opportunities available to women. Until women are represented more fully in protective service careers, special affirmative steps to help attract women will be necessary.

8. Is sex bias present? Yes

Forms: Linguistic bias, invisibility, stereotyping

Comment and suggested revision: The use of "he" to refer to all farmers should be revised. Both male and female farmers should both be referred to. The use of "frontiersman" is an example of linguistic bias which serves to deny the contributions and sacrifices of pioneering women. This word should be replaced with "pioneering farmers," "frontier settlers," or "pioneering men and women."

9. Is sex bias present? No

Form: Not applicable

Suggested revision: Not applicable

Comment: This passage acknowledges both sexes equally.

10. Is sex bias present? Yes

Form: Stereotyping

Comment and suggested revision: This passage reflects the stereotype that men work to provide a living for their wives and children. It ignores both the financial contributions and the home and family responsibilities of others that contribute to the "good living." A suggested revision might read as follows: "With the money he makes at Holloway, Bob is able to contribute a great deal to the comfortable home and good life that he, his wife, and their children have provided for themselves."

11. Is sex bias present? Yes

Form: Fragmentation/isolation

Comment and suggested revision: Separating information on opportunities for males in nursing from the body of the text is an example of fragmentation/isolation. References to both sexes should be made throughout, and pictures of both should appear.

12. Is sex bias present? Yes

Form: Stereotyping

Comment and suggested revision: Singling out physical attributes reinforces the stereotype that secretaries' appearance may be at least as, if not sometimes more, important than the skills they bring to the job. Why should not making the most of physical attributes be more important than underutilizing one's clerical skills? A suggested revision might read "Secretaries can move up the career ladder by developing their abilities and talents not only in clerical areas but also in marketing, sales, and other company operations which offer increasing opportunities for women."

CORRECTING SEX BIAS IN MATERIALS: SEX-FAIR VS. SEX-AFFIRMATIVE SUGGESTED RESPONSES

Counselor Worksheet 9A

The following are suggested responses to the biased excerpts from career-education and career-counseling materials. Each response consists of a statement of the sex bias contained in the excerpt and possible sex-fair and sex-affirmative revisions.

1. Sources of bias in this excerpt include the use of "girls" to refer to adult females, the use of "stewardess" instead of the sex neutral "flight attendant," and the implication that flying is not compatible with home and family roles, the major responsibilities of women. A sex-fair revision would be as follows: "After an intensive, but relatively short, training period, women and men are ready for jobs as flight attendants." A sex-affirmative addition to that might read: "In the past, discriminatory laws limited the opportunities for both females and males as flight attendants. Men were prohibited from serving as flight attendants while women were required to resign after marriage. Today these discriminatory laws have been eliminated so that both males and females can look forward to a long term career with an airline that includes both air and ground assignments."

2. The use of the male pronoun "his" to refer to both females and males is the source of bias. A suggested revision would be as follows: "The choice of a career has a direct bearing on the way women and men build their homes, the schools their children attend, and the way they earn their living...." In this case, using "men and women" in place of "his" would be sex fair since the original statement totally excluded women. Reversing the traditional order of "men and women" to "women and men" makes this statement affirmative.

3. Indicating that these careers are primarily for members of one sex is the source of bias. "Careers in prosthetics and orthodontics offer interesting opportunities and exciting challenges for individuals with a background...." is a sex-fair statement. A revision that is sex-affirmative would be as follows: "With many new careers now opening up to women, prosthetics and orthodontics offer interesting opportunities and exciting challenges to women as well as men."

4. The source of bias is the exclusion of females by the use of "men" and "salesmen." A sex-fair revision would be "Today men and women who enter sales can work their way to upper level executive jobs." A more affirmative statement would be as follows: "Today women who enter sales can work their way to upper level executive jobs. In the past this was often difficult for women to do because of pervasive sex discrimination which existed in industrial sales. With greater opportunities today...."

5. Suggesting that women work for different reasons than men is the source of the bias. A sex-fair statement might read as follows: "The work experience offers a number of possible rewards to women and men. It can provide them with a sense of personal fulfillment, with an opportunity to ...." A sex-affirmative statement might read as follows: "The myth that women work for 'pin money' is not substantiated by fact. Two-thirds of all women workers are single, widowed, divorced, separated from their husbands, or have husbands who make less than $10,000 per year. Women work for the same reasons as men; these reasons range from sheer economic survival to self-fulfillment."

6. The source of bias is the assumption that nurses, most of whom are women, can be wives and mothers while continuing their careers. Nursing and family responsibilities, both nurturing roles, are compatible. The bias in this statement is that only women have dual careers--one outside the home, the other within the home. A sex-fair revision could read as follows: "The demands of nursing are such that men and women with careers in the field find it compatible with their home and family responsibilities as husbands and wives and fathers and mothers." A sex-affirmative statement would read that "Many men find careers in nursing to be highly compatible with their responsibilities as husbands and fathers."

7. The source of bias is the assumption that serving society is more important to women than to men. A sex-fair revision would be as follows: "It provides a chance to serve society which is a highly motivating factor for a number of individuals." A sex-affirmative revision would be that "It provides a chance to serve society, an opportunity which today many more men are finding attractive."

8. The bias is the assumption that women would be interested in this job because of wearing attractive uniforms and working with men. The following is a sex-fair revision: "Individuals working in ____ come in contact with a variety of professional women and men in a cooperative effort to ....The wearing of uniforms is required for this job." There is no comparable sex-affirmative statement.

APPLYING RECOMMENDATIONS FOR THE USE OF CAREER INTEREST INVENTORIES* SUGGESTED RESPONSES

Counselor Worksheet 11A

Suggested answers for the questions provided on Counselor Worksheet 11 are given below.

CAROL MERRITT

1. Counselor A: Sex-biased.

   This session was rated as a sex-biased session because the counselor accepted the inventory results without exploration, and he/she suggested sex-stereotyped careers without identifying general patterns or raising other options.

   Counselor B: Sex-fair.

   This session was rated as sex fair because the counselor considered more than the interest inventory and raised options which were consistent with Carol's abilities.

   Counselor C: Sex-affirmative.

   This session was rated sex affirmative because the counselor reported scores based on both female and male scales, raised nontraditional career suggestions, and attempted to provide a realistic picture of Carol's abilities.

2. Counselors A and B do not report scores on both female and male scales (Recommendation 3), and do not encourage freedom of choice (Recommendation 12).
3. Counselor A does not use all available information (Recommendation 11), whereas Counselor B does not ignore that recommendation.
4. Counselor C reports the scores based on both female and male scores (Recommendation 3).

Discussion

Both Counselor A and Counselor B fail to consider Carol's high score on the male scale--physician and dentist (Recommendation 3). In so doing, they restrict the range of options available to Carol and discourage exploration (Recommendation 12). Furthermore, in counseling Carol, Counselor A uses very little information beyond Carol's inventory scores (Recommendation 11). The fact that Carol has aptitude and motivation well beyond most of her peers does not appear to influence Counselor A's rather stereotyped thinking about vocational choice. Only Counselor C utilized all the information (in both the inventory results and beyond) to help Carol see the opportunities open to her.

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* Linda B. Stebbins, Nancy L. Ames, and Ilana Rhodes, *Sex Fairness in Career Guidance* (Cambridge, Massachusetts: Abt Associates, 1975).

FRAN COURTIN

1. Counselor A: Sex-discriminatory.

   The counselor's discouragement of Fran's consideration of a career in the field of day care and the explicit statement that day care was not a field for men would be a violation of the provisions of the Title IX regulation.

   Counselor B: Sex-affirmative.

   The counselor's efforts to affirm the basic pattern of Fran's professed and measured interests, and the explanation of changing roles of men and women would make this a sex-affirmative response.

2. Counselor A ignores Recommendations 7, 8, and 12. Counselor A made little attempt to explore the broad interest areas reflected in the inventory results. While the counselor did encourage exploring other options, the motivation for this encouragement was to move the client away from choices which might be considered "feminine."

3. Counselor B appears to have ignored Recommendation 3 which suggests that scores based on both female and male scores should be reported.

Discussion

In situation A, the counselor's sex bias is being imposed on the client. Counselor A does not even appear to be aware of how that bias is affecting the client. Counselor A, furthermore, seems to be hiding a concern that the client's expressed interests in a direct nurturing role with children could be a reflection of some "feminine" tendencies.

Counselor B, on the other hand, gave the client some concrete suggestions on how to implement his interests. Counselor B openly discussed some of the ramifications of choosing a field which has traditionally been associated with the opposite sex, recognizing that such stereotypes are no longer appropriate. Counselor B chose to emphasize the client's freedom of choice of all options.